Hurworth Primary School

Attendance Policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by	Alison Maddison Head Teacher
Last review date	Spring Term 2025
Description of changes/Updates	Changes to reflect new roles for named members of staff and governance
LGB approval	Autumn Term 2026
Date released	Autumn Term 2026
Next review date	Autumn Term 2027

Name of the Senior Attendance Champion: Mrs Alison Maddison

Introduction

Hurworth Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



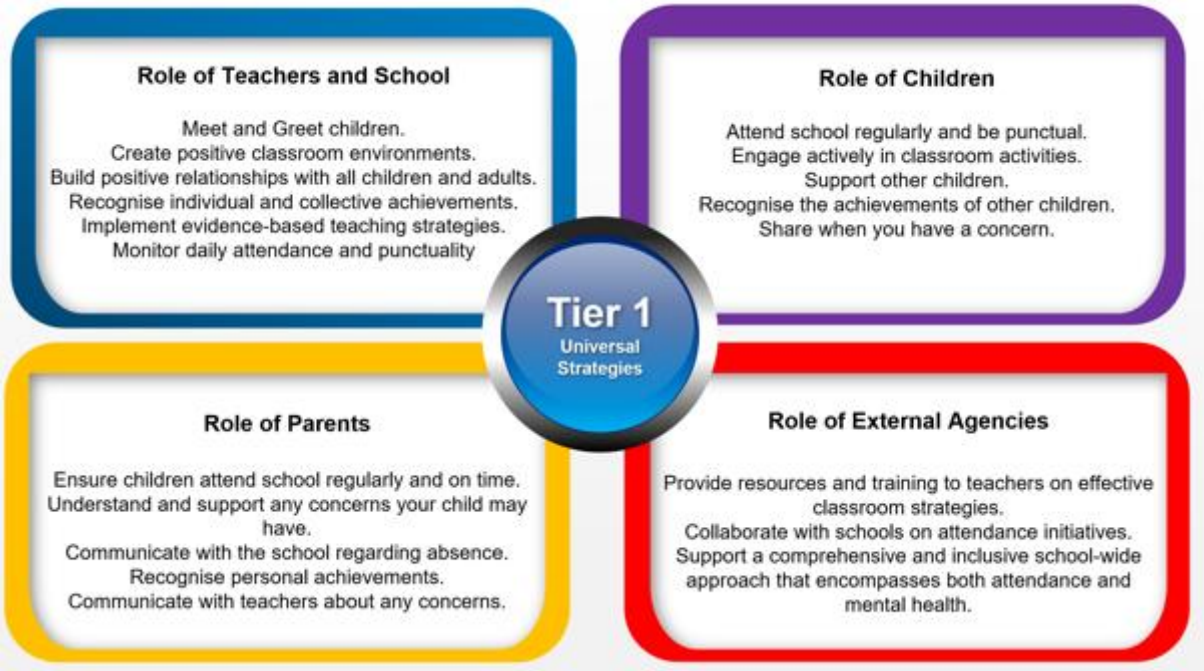
Annual Inclusive Attendance 7-Month Development Programme

Each year, Hurworth Primary School review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

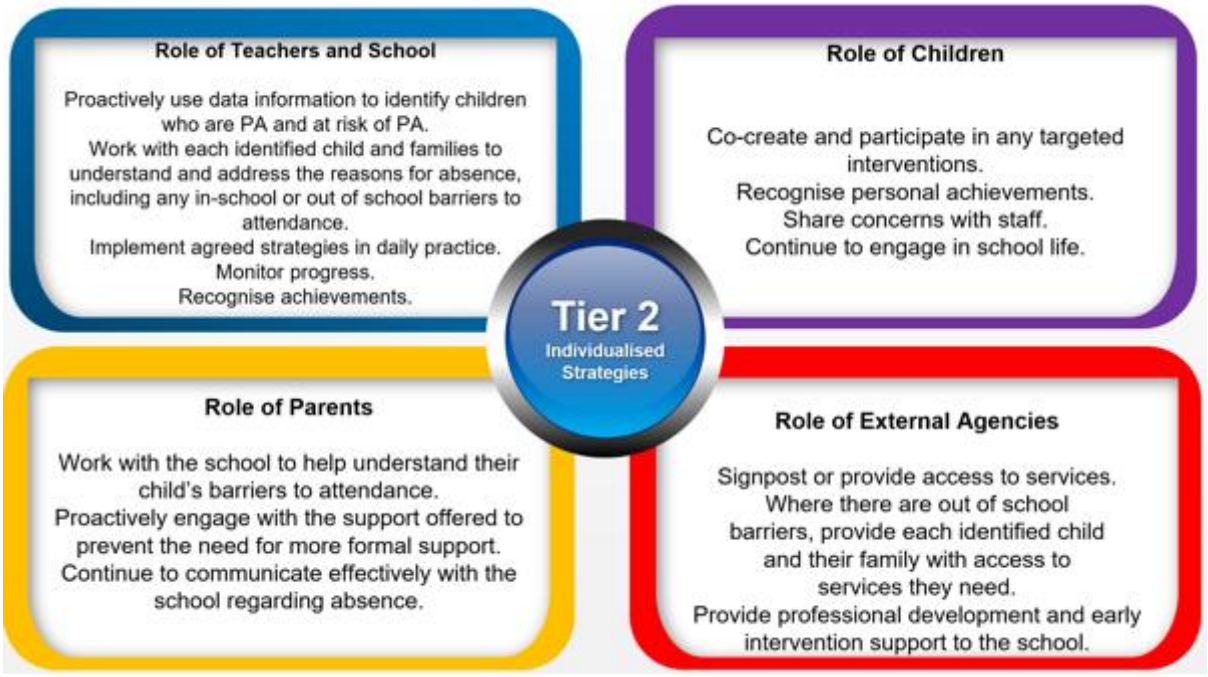
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Hurworth Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper July 2026.

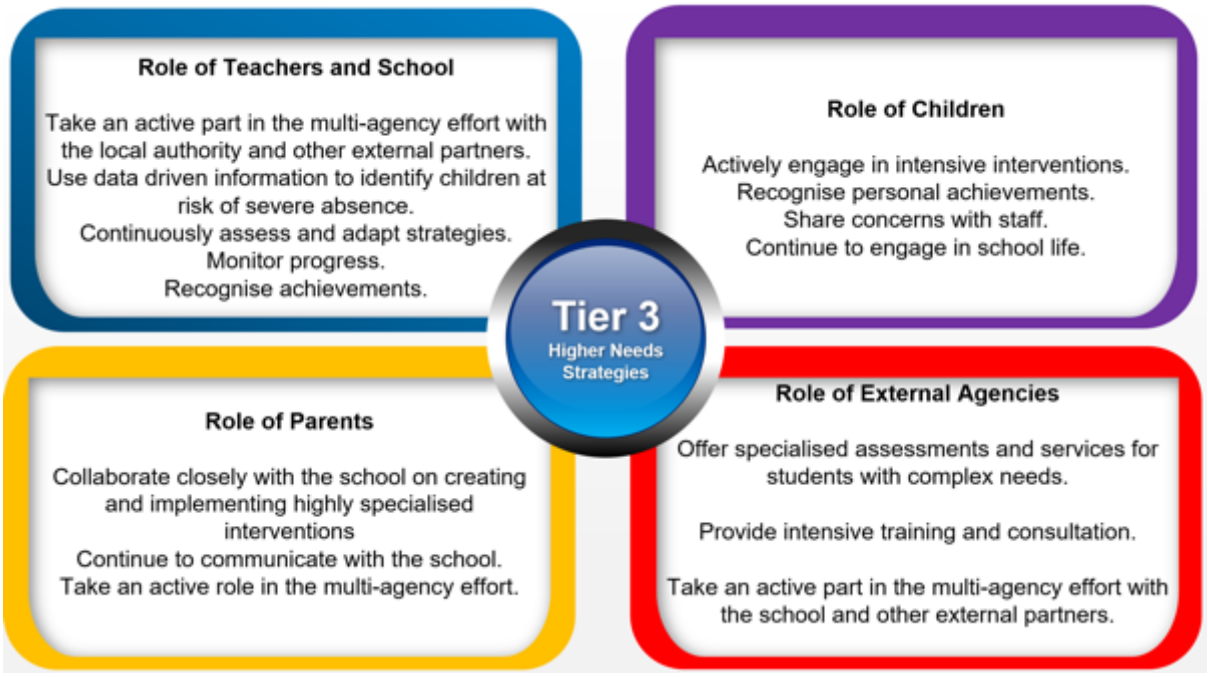
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



The Importance of School Attendance at Hurworth Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, children may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter children from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Special Educational Needs (SEN): Children with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Children facing academic difficulties or feeling overwhelmed by schoolwork may avoid school. They may fear falling behind or failing in their studies.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Hurworth Primary School

To address any identified attendance issues effectively, Hurworth Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Hurworth Primary School

We expect parents make sure that their child attends well, arrives at school on time and inform school at the earliest opportunity if their child is unable to attend.

Contact Details of School Staff at Hurworth Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
Mrs Alison Maddison	Attendance Champion	Hurworth Primary School Westfield Drive Hurworth DL2 2ET 01325 720028 admin@hurworth.lingfieldtrust.org.uk
Mrs Caroline Jennings	Attendance Officer	
Mrs Alison Maddison	Safeguarding Leader (DSL)	
Mr Matthew Dutton	Governor for School Attendance	
Mrs Kirsty Yates	Assistant Head Teacher	
Mrs Shaunagh Maguire	SENCo	

Strategies for Using Data to Target Attendance Improvement Efforts at Hurworth Primary School

- The whole school cohort and individual year groups.
- Individual pupils.
- Demographic groups, for example, children from different economic backgrounds.
- Other groups of pupils, for example, children with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.

Strategy for Reducing Persistent and Severe Absence at Hurworth Primary School

Why attendance is so important

Excellent attendance and punctuality at school is important to allow children to reach their full potential. Good regular attendance means being in school at least 95% of the time. Through regular attendance and good punctuality, your child will be able to:

- Become confident and curious learners
- Experience new, exciting things
- Find their passions and develop their own interests
- Access all available opportunities
- Build strong and healthy friendships
- Learn how to grow as part of the school family and the wider community

Children who are persistently absent, or have attendance under 95%, have less chance of achieving their full potential due to missed learning opportunities.

How can you help your child?

- Make sure they know that you think school is really important
- Help your child to organise their uniform/ PE kit and bag the night before school
- Agree a bed time with your child to make sure they get a good night's sleep
- Have a special routine for getting up, getting ready and for breakfast time
- Organise any medical or dental appointments for after school or in the holidays
- Take family holidays during the school holiday period – we have 175 days of weekends and pupil holidays and just 190 days in school

Punctuality

We have a flexible start to our school day where children can come into school from 8:45. **All children need to be in class no later than 8:55**, when the school gate will be locked. If there is an unavoidable reason for your child getting to school late, please telephone to let us know. If you arrive after 8.55, the school gates will be closed and you will need to take your child to the school office. Your child will then be signed into school at the main office and the reason for lateness noted.

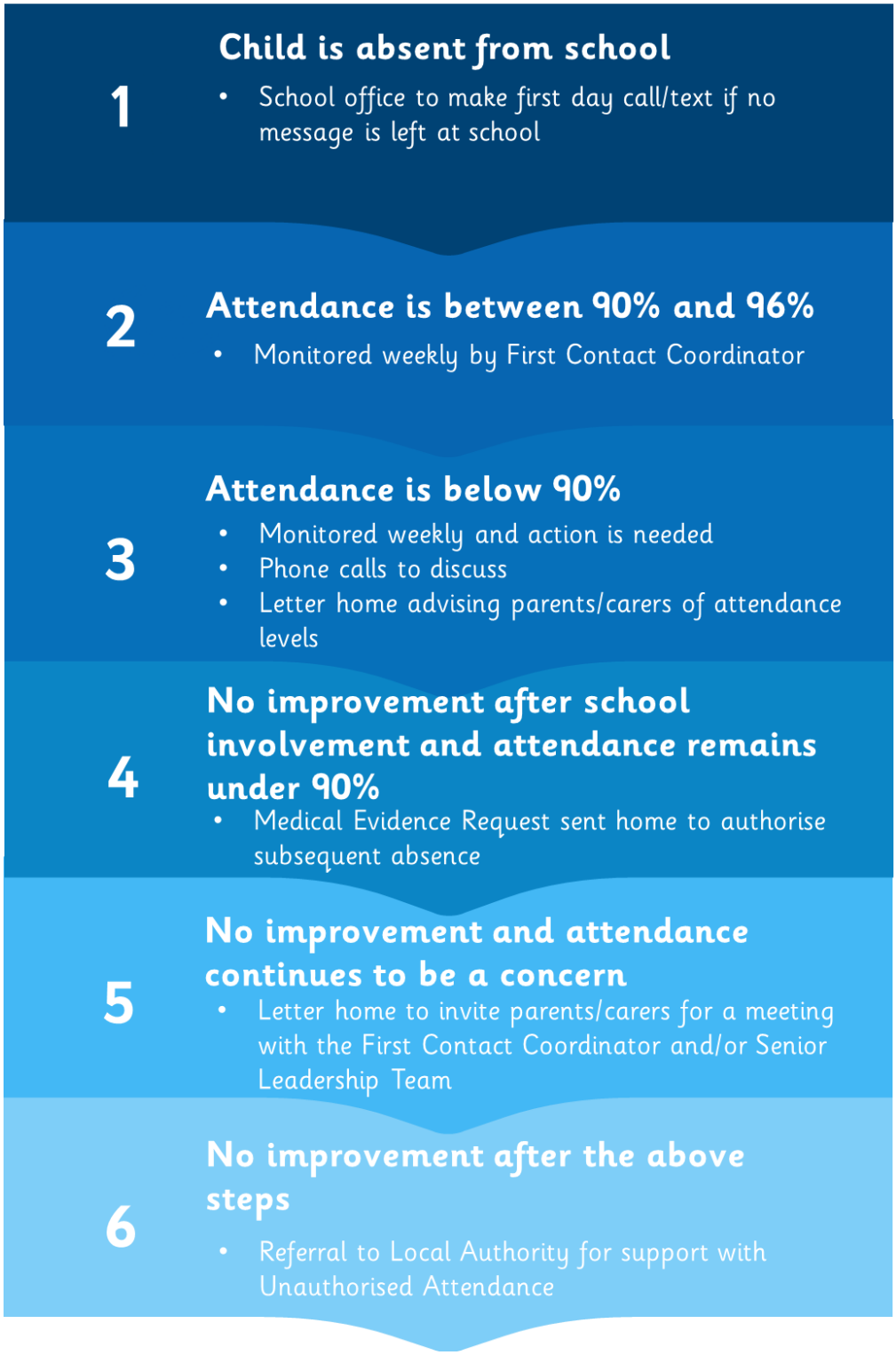
Did you know?

Being 5 minutes late each day is the same as missing 3 whole days of school! We start our learning promptly at 8.55am, so being 15 minutes late each day is the equivalent to missing two whole solid weeks of learning.

Leave of Absence and Holidays

It is better for your child to take holidays during school holidays so they do not miss out on learning. If you must take a holiday in school time, please obtain a leave of absence form from the school office (see Appendix II). We are unable to authorise any holiday during term time, except for bereavement or serious illness.

Our Attendance Strategy



Details of the National Framework for Penalty Notices at Hurworth Primary School

What the law says

The Education Act makes it clear that parents must ensure that their child of school age receives regular, full-time education. For most parents this is in school. Children must attend the school they are registered in. Only the school can authorise a child's absence.

What can Local Authority support look like?

In Darlington we offer a 'support first' approach when it comes to school attendance. Many children go to school every day and enjoy it. Some may experience difficulties in attending for different reasons. Time missed from school can lead to gaps in knowledge and loss of socialisation opportunities with peers that can later become difficult to re-establish.

If you have concerns about your child's attendance, please contact Hurworth Primary School and ask to meet them. You can work together to overcome the difficulties you or your child are experiencing. It is important to be open an honest with school about what is happening, they can work with you and support you. The school should be able to discuss and offer some adjustments in the short term that will help your child attend regularly. This could be in the form of things such as:

- Changes within the school day
- Accessing external agencies and services
- Putting in place an early help assessment

It is important for you to honest so that you can be involved in what support should look like.

What happens if your school asks for attendance legal work from the Local Authority?

Penalty notices:

Head Teachers are unable to grant leave of absences during the term time unless there are exceptional circumstances. A holiday or absence for leisure or recreation would not constitute an exceptional circumstance.

A fixed penalty notice may be issued if there are 10 sessions absence within a 10-week period which has not been authorised by the head teacher.

Within a 3-year period:

The first penalty notice is £160 per parent per child if paid within 28 days, reduced to £80 per parent per child if paid within 21 days. If unpaid this will lead to prosecution in court. A second penalty notice is £160 per parent per child to be paid within 28 days. If unpaid this will lead to prosecution in court.

A third penalty notice cannot be issued, and legal action may be taken e.g. Prosecution in court.

Our penalty code of conduct outlines the regulations and procedures for issuing penalty notices (fines) to each parent who fails to ensure their children's regular attendance at school.

This code has been written as per the DfE's 'Working together to improve school Attendance.

Notice to improve:

School should be working with your family to support you to overcome the difficulties or barriers to school attendance. Where parents are not working with school and or services, to improve attendance or where there has been no improvement after a period of support, School may then request a notice to improve.

A notice to improve may be issued where there have been 10 sessions of unauthorised absence (not holiday related) or late attendances over the 10-week period. Attendance will then be monitored for a period of 15 school days:

If there is no further unauthorised absence during the 15-day warning period, no further action will be taken as attendance has improved however, if attendance is not sustained, a penalty notice may then be issued.
If there is a further unauthorised absence during the 15-day warning period, a fixed penalty notice will be issued.
Our school attendance officers will aim to support you through this process and again work with you to find long term solutions to the barriers so that good school attendance can be sustained.

Fast Track:
School should be working with your family to support you to overcome the difficulties or barriers to school attendance. Where parents are not working with school and or services to improve attendance, or where there has been no improvement after a period of support, school may then request a Fast Track.

A Fast track may be issued when attendance is below 80% with 10 or more unauthorised absences. Attendance will be monitored for a period of 12 weeks.

If attendance is acceptable (above 80%) during the 12-week monitoring period, no further action will be taken as attendance has improved. If attendance is not sustained after the 12-week monitoring period, further intervention may then be considered.
If attendance remains poor (less than 80%) during the 12-week monitoring period, then prosecution in court will be considered.

Our school attendance officers will aim to support you through this process and again work with you to find long term solutions to the barriers so that good school attendance can be sustained.

Local Authority checks

Other local authorities can contact us on crossborder.penaltynotice@darlington.gov.uk to check if a family who has previously lived in Darlington has been issued with a penalty notice in the 3 year period.

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.
Local authorities have the power to prosecute parents for various offences related to attendance:

Failure to comply with a school attendance order may result in fines of up to £1,000.
Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Day-to-Day Processes for Managing Attendance at Hurworth Primary School

First Day Calling and Safeguarding at Hurworth Primary School

We have a first day contact system, which means that we will contact you if a child does not arrive at school and where no message has been received by 9:30am. Our first day contact coordinator (Mrs Jennings) monitors attendance and punctuality very closely. Mrs Jennings will contact the parents/carers of all unexplained absentees via phone call or text and record any reasons for absence on Arbor.

School Times of the Day at Hurworth Primary School:

The school day begins at:

Reception and Key Stage 1: 8:55am – 12:00pm | 1:00pm – 3:15pm

Key Stage 2 (Years 3-6): 8:55am – 12.00pm | 1:00pm – 3:20pm

Registration opens at 8.55 and closes at 9.00. Children are expected to arrive on time and attend all scheduled lessons and activities.

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 5 school days in advance.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Children can attend school with minor ailments (toothache, headache, stomach ache, cold, sore throat etc.) as over the counter medicines can be given before school. If a child becomes too ill to remain in school, we will contact home.

If your child is too unwell to attend school, please let the school know as soon as possible by telephoning the school office between 8:30am and 9:00am on the day of their absence on

01325 720028 or by emailing on general@hurworth.lingfieldtrust.org.uk. The reason for absence will be recorded on Arbor.

If your child has diarrhoea and/or vomiting, then they should be off school for 48 hours. Please contact us if you are unsure of how long your child should be absent for with an illness. We ask you to contact the school daily if your child will be absent for more than one day. Your child's safety is at the heart of all decisions made, and this ensures that we know where your child is if they are not at school.

Medical Appointments

Where possible, all appointments (including dental or doctor's appointments) should be arranged outside of school hours. If you do need to remove your child from class, please keep the amount of time absent from school to as short a period as possible and let us know beforehand by contacting the school office and completing the Leave of Absence form (Appendix ID) We may request that you provide medical evidence.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

It is better for your child to take holidays during school holidays so they do not miss out on learning. If you must take a holiday in school time, please obtain a leave of absence form from the school office or download a copy below. We are unable to authorise any holiday during term time, except for bereavement or serious illness.

Holiday requests must be made in writing, and a decision will be communicated to the parents or guardians within 5 school days.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by children. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe children whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

• Arrival at school after the register has closed.
• Not attending school for any reason.

Authorised Absence

• An absence for sickness for which the school has granted leave.
• Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
• Religious or cultural observances for which the school has granted leave
• An absence due to a family emergency

Unauthorised Absence

• Parents keeping children off school unnecessarily or without reason.
• Truancy before or during the school day.
• Absences which have never been properly explained..
• Arrival at school after the register has closed.
• Absence due to shopping, looking after other children or birthdays.
• Absence due to day trips and holidays in term-time which have not been agreed.
• Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Hurworth Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, Head Teachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Hurworth Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Roles and Responsibilities

***Teachers*:** In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

Here are the key roles and responsibilities of teachers regarding attendance in UK schools:

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent children.

Promoting Punctuality: Teachers should encourage children to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where children feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting children.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

***Teaching Assistants*:** Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

Here are some key roles and responsibilities of teaching assistants regarding attendance in schools:

Monitoring Attendance: TAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Children with Special Needs: TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs can engage children in meaningful learning activities and provide extra support when children are struggling academically. A positive classroom experience can motivate children to attend school regularly.

Safeguarding: TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.

Collaboration: Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

Recognition of Attendance: TAs can participate in recognising children's attendance.

Name of School Attendance Champion: Mrs Alison Maddison

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that children attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

Here are some key aspects of their role:

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and children feel motivated and supported to attend regularly.

***Governors/Trustees**:* School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Here are some key aspects of the role of governors/trustees in supporting children's attendance:

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for children with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Here are key aspects of their role:

Leadership: Senior staff, including the Head Teacher and deputy Head Teacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and children.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify children at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Children: They are attentive to the needs of vulnerable children, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these children receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to children and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents and Guardians: Parents and guardians play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Here are some key roles and responsibilities that parents and guardians can take on to support their attendance in school:

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success.

Here are some key roles and responsibilities that children can take on to support their attendance in school:

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at Hurworth Primary School

The school has a duty to safeguard the welfare of all children. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe in Education*** guidance to ensure safe practices.

Monitoring and review

This policy is reviewed annually by the Governing Body and the Head Teacher to ensure its effectiveness and compliance with statutory requirements.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is Autumn 2027.

Signed:

Head Teacher: *A Maddison*

Chair of Governors: *M Dutton*

Appendix 1: Attendance Codes

Coding Attendance in line with DFE guidance 'Working together to improve attendance 2026':

Appendix II – Leave of Absence Form

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix II: Leave of Absence Form

APPLICATION FOR PUPIL(S)
LEAVE OF ABSENCE REQUEST

Per parent/carer, per child: Penalty Notices will now be issued to each parent/carer, for each child that is absent (e.g. 3 siblings absent for term time leave would result in each parent/carer receiving 3 separate fines).

- **5 consecutive days of term time leave**: Penalty Notices will be issued for term time leave of 5 or more consecutive days. Inset training days can be included in this period where there was intent to be absent for term time leave. Penalty Notices will be considered when there have been 5 days (10 morning and/or afternoon sessions) of absence in a 10-week period. Arriving late (30 minutes after the register closes at 9:00) will result in an unauthorised absence for a session.
- **First offence:** The first time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be £160 per parent/carer, per child (if paid within 28 days). This amount will be reduced to £80 per parent/carer, per child if paid within 21 days.
- **Second offence (within 3 years):** The second time a penalty notice is issued for term time leave or irregular attendance, the amount will be £160 per parent/carer, per child (if paid within 28 days).
- **Third offence and any further offences (within 3 years):** This will not result in a penalty notice and alternative action will be taken instead. This will often include considering prosecution, or other attendance legal interventions

Name _____ **Year Group** _____

Date from _____ **Date to** _____

(Insert first date of absence) ***(insert last date of absence)***

Total number of school days ☐

I request permission for the above named pupil(s) to be absent from school for the reason stated below:

Reason

_____

_____

Signed _____ **Dated** _____

(Signature of Parent/Carer)

<u>This form is to be completed, in advance of the period of absence, by the parent/carer and forwarded to the school office, as soon as possible, thank you.</u>

For school use

With reference to the application overleaf for leave of absence from school and the reason stated by parents/carers, the requested days will be marked down as:

☐ **Authorised**

☐ **Unauthorised**

Signed _____ **Dated** _____

(Head Teacher)