St Paul's
C of E Primary School

A place to belong

Attendance Policy

Acting Headteacher:	**Charlotte Hughes**
Member of Staff Responsible:	**Charlotte Hughes**
Reviewing Committee:	**FGB**
Effective Date of Use:	**21st October 2026**
Term of Next Review:	**Autumn 2027**

Statutory Policy

Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments and designated to the headteacher. All such updates will be clearly documented and communicated to staff.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Statement of Intent

Aims

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence.
- Ensuring every pupil has access to full-time education to which they are entitled.
- Acting early to address patterns of absence and to support parents and carers to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

Intent

St Paul's C of E Primary School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that:

  "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable –

  (a) to age, ability and aptitude, and

  (b) to any special educational needs he/she may have

  Either by regular attendance at school or otherwise."

- Promoting good attendance.

- Ensuring equality and fairness of treatment for all

- Implementing our policies in accordance with the Equality Act 2010

- Early intervention and working with other agencies to ensure the health and safety of our pupils (KCSIE 2026)
- School attendance procedures align with the statutory DfE guidance Working Together to Improve School Attendance 2026

Attendance Leader

The school's senior attendance champion is the Headteacher/DSL.

St Paul's C of E Primary School attendance target is 96% percent.

Roles and Responsibilities

The 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:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- 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
- Holding the headteacher to account for the implementation of this policy

The Headteacher/Attendance Champion

The headteacher is responsible for attendance. In her absence this responsibility would move to the deputy headteacher. Both members of staff can be contacted via the office on 01904 551122.

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
- 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
    - Monitoring the impact of any implemented attendance strategies
    - Issuing fixed-penalty notices, where necessary, and/or authorising SLT staff to be able to do so
    - 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
- 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
- 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
- Working with education welfare officers to tackle persistent absence
- Advising when to issue fixed-penalty notices

Staff

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

- Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9am and 1.15pm respectively

- Following the Attendance Policy and ensuring pupils do so too. They are also responsible for ensuring this policy is implemented fairly and consistently
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated

School Office

The School Office is responsible for:

- School office staff are expected to take calls from parents about absence and record it on the school system and CPOMS if applicable
- Ensuring reasons of absence are recorded
- Chase up any unexplained absence by phoning parents and carers as soon as possible
- Alerting the HT to any absence that is a concern
- Monitoring data with the HT as directed
- Raising fines as directed by the HT

Parents

Parents are responsible for:

- Parents are expected to take responsibility for the attendance of their child during term-time
- Parents are expected to promote good attendance behaviour and ensure that their child attends school every day
- Parents are expected to have good communication with the school regarding any absence
- Providing accurate and up-to-date contact details
- Providing the school with more than one emergency contact number
- Updating the school if their details change

Definitions

For the purpose of this policy, the school defines:

- **"Absence"** as:
    - Arrival at school after the register has closed
    - Not attending school for any reason

- An **"authorised absence"** as:
    - 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/event authorised by the headteacher

- An **“unauthorised absence”** as:

    - 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

- **“Persistent absenteeism”** as:

    - Missing a significant amount of schooling across the year **for any reason**
    - A pupil who is below 90% attendance is classed as persistently absent

Reporting Attendance

A copy of each child’s attendance record is provided as part of their end-of-year report to parents/carers and attendance is reported to parents throughout the year at parents and carer evenings.

Parents and carers who the school have identified to help improve attendance are provided with attendance reports more frequently.

Training of Staff

Staff read Part One of *Keeping Children Safe in Education 2026* as part of their safeguarding induction

The school recognises that early intervention can prevent poor attendance. As such, teachers will receive training in identifying potentially at-risk pupils including mental health (emotionally based school avoidance/EBSA), young carers, and children with medical needs.

Teachers and support staff will receive training on this policy as part of their induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

Absence Procedures

The pupil’s parent or carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45am, or as soon as practically possible, by calling the school office staff, who can be contacted via 01904551122 or via email stpauls.primary@york.gov.uk

Parents are required to explain why the child is absent and the specific reason; this is required via telephone and will be recorded on Integris and may be recorded on CPOMS if this is a child who is being monitored for attendance by the school office or Headteacher.

A phone call will be made to the parent of any child who has not reported their child's absence on the first day that they do not attend school.

Unplanned Absence

We will mark absence due to illness as authorised, unless the school has a genuine concern about the authenticity of the illness or if the absence is for a long period of time and guidance or medical advice needs to be sought.

Where the absence is longer than 5 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.

Planned Absence

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

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

The headteacher is unable to authorise holidays during term-time.

The headteacher is only allowed to grant a leave of absence in exceptional circumstances. Applications will be made in advance and the headteacher will be satisfied by the evidence which is presented, before authorising term-time leave.

The headteacher will determine the amount of time a pupil can be away from school during term time. Any leave of absence is at the discretion of the headteacher.

The headteacher will not authorise long periods of absence away from school for time abroad even if this is for parental or carer work purposes and is not able to hold a school place open.

Any requests for leave during term-time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Staff will also record requests on CPOMS. Parents should contact the school in good time.

School will reply to parents to say if the holiday is authorised or not. Requests for leave will not be granted in the following circumstances:

- Immediately before and during assessment periods

- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

A warning letter will be issued or the school can request a Fixed Penalty Notice if you take absence despite it not being authorised. If parents take their child out of school during term-time without authorisation from the headteacher, they may be subject to sanctions such as penalty fines.

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

Some children with an EHCP or SEND may have flexible arrival and departure times which would have been agreed prior with the SENCO or Headteacher. These situations will be dealt with on an individual basis. Typically, any arrival after 9.20am will be marked as absent after registers closed.

Detailed notes of EHCP/SEND attendance patterns should be recorded on Integris and/or CPOMS.

Punctuality is of the utmost importance and lateness will not be tolerated.

- The school gate opens at **8.40am.** Teachers will meet children and parents on the school yard and children will come straight into school.
- The school day starts at **8.45/8.50am**. Pupils should be in their classroom at this time.
- Registers are marked in class by **9:00am**. Pupils will receive a late mark if they are not in their classroom by this time. Parents should call before this time to make school aware if they are running any later than 9.00am.
- The register closes at **9:00am**. Pupils will receive a mark of absence if they do not attend school before this time. The office will then register any children who are late repeatedly after this time recording the reason. Office staff will also record lateness on CPOMS.
- After lunch, registers are marked by **13:05** in EYFS and KS1.
- After lunch, registers are marked by **13:15** in KS2.
- The register closes at **13:15**. Pupils will receive a mark of absence if they are not present.

School Closes at **3.15**pm. Parents should be on time to collect their children. Please see late collection policy for more information.

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 contact the police or other social services.
- 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. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to CYC CME or the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Where appropriate, make a home visit to check on the welfare of a child
- Where appropriate, refer the child and/or family to City of York Council attendance services for additional support or intervention
- 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: issue a notice to improve, penalty notice, or other legal intervention as appropriate.

Penalty Notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

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.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

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.

Strategies for Promoting Attendance

We regularly promote the importance of school attendance with families and children. We also regularly mention attendance information in our weekly parent update emails and class newsletters.

As well as this we send individualised letters to parents and carers which can include information on their children's attendance and specific information regarding how many lessons missed this equates to.

Where appropriate we try to work with families individually to help promote and improve attendance.

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

For pupils absent due to complex barriers to attendance as well as those who may be returning to school due to an unavoidable period of absence, support and advice will be requested from the City of York Council attendance or learning hub support team. SEND services may also be consulted. The CYC attendance adviser can be contacted via: stephanie.keenan-logue@york.gov.uk.

Pupils absent due to mental or physical ill health or SEND

As above, 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 are related to the pupil's needs, the school will inform the local authority.

Attendance Monitoring

The Headteacher and Senior Leaders at our school monitor pupil absence on a fortnightly basis.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Our school collects and stores attendance data which is used for the following reasons:

- Track the attendance of individual pupils
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Monitor and evaluate those children identified as being in need of intervention and support

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 and local authority access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

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. The school will work towards it's individual target provided by the DFE and also share this with Governors.

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

Using data to improve attendance

The school will:

- Work towards the target provided by the DFE.
- Develop targeted actions to address additional 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 special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 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

Reducing Persistent and Severe Absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. 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:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - 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 (see above)

Severe or Persistent Absence

Where possible the school will work with the family and try to intervene before severe or persistent absence. The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee. Regular communication will be sent out to any families reaching this threshold.

Attendance meetings may be held to discuss cases of serious concern. If children are persistently absent, pupils will be referred to the headteacher who will attempt to resolve the situation through a parent agreement.

In the case of persistent absence (10 sessions of unauthorised absence within a rolling 10 school-week period), arrangements will be made for parents to speak to the headteacher and a four week review will be set.

If concerns remain an attendance panel will be held in school with the Headteacher/Attendance lead and targets will be set for four weeks. These targets will then be reviewed. A fast track process may be put in place to support the family (see below).

If no progress is made, the school will inform the LA, of the details of pupils who fail to attend regularly. Strategies to support severe or persistent absence can include but are not permitted to: meetings, intervention, wellbeing support, home visits, referrals, in school support.

If the situation cannot be resolved and attendance does not improve, the headteacher will contact the LA Attendance Officer who has the power to issue sanctions such as prosecutions or penalty notices to parents.

Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school can remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the child after making reasonable enquiries.

Distribution

This policy will be reviewed in accordance with the information below but updated if any new guidance comes into effect.

Staff have access to this policy at all times and it is available on our website for parents and carers to access. Paper copies are available by request from the school office.

Monitoring and Review

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum 3 years by the headteacher. At every review, the policy will be approved by the full governing board.

Any changes made to this policy will be communicated to all members of staff and governors The completed table below will be completed.

Table of Changes

Review Date	Reason for Change

September 2024	Updates from SDP priority work and new DfE Guidance - Whole policy has been updated
September 2025	Updated and refreshed to check guidance and any updates
January 2026	Added appendix 3 Persistent absentee attendance process
September 2026	Added in mention of school's individual target provided by DFE Alignment with KCSIE 2026, standardisation of leadership roles, and statutory attendance guidance updates

Appendix 1: Attendance Codes

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

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 2: Helpful Information and Links

Helpful contacts

CAMHS Single Point of Access
tewv.camhsspayorkselby@nhs.net
01904 615345

CAMHS Crisis Line
0800 0516171

Family Information Service
yor-ok.org.uk

Multi Agency Safeguarding Hub (MASH)
mash@york.gov.uk
01904 551900

Special Educational Needs Independent Advice Service (SENDIAS)
www.yorksendiass.org.uk
01904 554319

York Mind
www.yorkmind.org.uk
01904 643363

The Island
www.theislandyork.org
01904 628449

York Travellers Trust
www.ytt.org.uk
01904 630526

Appendix 3: Persistent Absentee Attendance Process

The school office is responsible for all actions below

Persistent absentee is a child with less than 90% attendance. In a full academic year this equates to over 19 days.

Full register check required to ensure all registers are complete and accurate prior to running any absence reporting.

Every fortnight run the persistent absentee report. It is run from the start of term to the date of the previous Friday. The persistent absentee report is set at 10%.

Change % to 8% to include those children who may be almost becoming a persistent absentee.

Check reasons for absence and patterns of absence.

Review children flagged on report with Headteacher.

Write letters based on attendance status, plus taking into account any letters previously sent.
1. Initial first letter offering help /working together to clear child off report
2. Secondary letter sharing concerns about high absence
3. If no improvement move to fast track process

CPOMS any children's attendance who are on the PA list or are at risk 8%+

Add any letter sent to CPOMS prior to it being sent out to ensure teachers aware of what being sent home and what stage process is at.

If child of greater concern and HT suggests Early Help – meeting arranged with family / attendance officer where required. Request support from CYC attendance team if no progress is made, Headteacher to make contact.

Exceptions

Flag child with high medical need;
1. Initial first letter slightly amended to offer help and recognising that child has need. Ask if there is anything we can help with to improve absence.

Alongside process

CPOMS any child becoming a repeat absence concern to keep full record.

Example letter:

Date

Dear xxxx

Re: xxxx

Attendance: xxx% xxxx to xxxxx

As the Attendance Lead at St. Paul's CE Primary School, my role is to improve attendance and punctuality. I monitor pupils' attendance regularly and follow up on any frequent or prolonged absences. Attendance is analysed regularly and letters are sent out if a child's attendance simply needs to be flagged up to parents and carers or becomes a concern.

We understand that XXXXXX has been poorly during this year and do appreciate that you have informed school each day of his/her absence and his/her return to school.

I wanted to make you aware that his/her level of attendance is below 90%. Any child who falls below 90% is classed as a persistent absentee. I hope you appreciate it is my duty to give you this information.

I enclose a copy of their registration certificate for your information. Please do get in touch if there is anything we can do to help or support you and XXXXXX.

Children are expected to attend school for 190 days per year. When children have significant periods of time off school this has an impact on their learning and the progress they make. So far this school year XXXXXX has been absent for a total of x days, meaning that he/she has missed approximately x lessons of valuable learning where he/she would be learning core skills such as reading, writing and mathematics as well as the rest of our curriculum offer and enhanced learning.

We would very much like to work together to ensure that XXXXXX's academic progress is supported as well as his/her health and wellbeing. For more information on absence and how it can affect your child's learning, please see the absence percentage sheet.

In the first instance and if you feel you need support with your child's attendance, please arrange a phone call or meeting with the class teacher or myself to discuss how we can support XXXXXX.

Yours Sincerely

Christie Clarke

Headteacher