LEEDS CHILDREN'S SERVICES

Crossley Street Primary School

ATTENDANCE POLICY

2026-27

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Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.

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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Policy Review date	July 2026
Date Ratified by governors	September 2026

School Name	Crossley Street Primary
Attendance Target	97%
School opens at	8.45-9.00 am
Registers close at	30 mins after registration

Attendance Policy

1. Contact List – September 2026

Role / Agency	Name and role Contact Details
Headteacher/Principal	Gavin Hirst 01937 520301
Senior Attendance Champion SLT	Gavin Hirst 01937 520301
Attendance Officer	Phil Whitehead 01937 520301
Governor with responsibility for Attendance	Richard Meadmore 01937 520301
Chair Of Governors	Richard Meadmore 01937 520301
School Office	Lisa Viner office@crossleystreet.co.uk
Learning Mentor **School Attendance Service (SAS)** **Elective Home Education (EHE)** **Children Missing Education (CME)** **Education Safeguarding Team**	Phil Whitehead 01937 520301 Queries relating to attendance 0113 3785994 Schoolattendanceservice@leeds.gov.uk Queries around Elective Home Education EHE@leeds.gov.uk Referrals for children missing education 0113 378 9686 CME@leeds.gov.uk Advice / Training / Safeguarding Audit 0113 3789685 estconsultation@leeds.gov.uk

2.Policy Statement

Crossley Street Primary School seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Crossley Street Primary School aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Crossley Street Primary School.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of a broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

3. Aims

3.1 The school aims to ensure that:

● Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
● All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
● Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
● Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

4.1 This policy is based on the Department for Education's statutory guidance, *Working together to improve school attendance* (last updated 9 July 2026). It also reflects the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024 and other relevant attendance legislation. The guidance sets out the expectations for schools, academy trusts, governing bodies, local authorities, parents and carers to maintain high levels of school attendance.

Working together to improve school attendance (GOV.UK):

Working together to improve school attendance

4.2 The Education Act 1996 states that:

● All pupils of compulsory school age are entitled to receive a suitable full-time education, either by regular attendance at school or otherwise.
● Local authorities must secure sufficient school places for children in their area.
● Schools must maintain admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
● Schools must notify the local authority when a pupil has been absent without authorisation for a continuous period of 10 school days, or where a pupil has been removed from the admission register in accordance with the regulations.
● Local authorities have a duty to promote regular attendance and to support schools in fulfilling their attendance responsibilities.
● Parents have a legal duty to ensure that their child of compulsory school age receives an efficient full-time

education and attends regularly if they are registered at a school. Failure to do so may result in legal intervention, including the issue of a Penalty Notice or prosecution where appropriate.

Relevant legislation

- Education Act 1996 – Part VI
- Education Act 2002 – Part III
- School Attendance (Pupil Registration) (England) Regulations 2024
- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006 (where applicable to attendance and behaviour duties)

5 Partnership Expectations

What the school expects of our pupils:
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers:
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for **exceptional** circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school:
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained

6. Roles and responsibilities

6.1 Headteacher

The Headteacher is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance, ensuring compliance with Keeping Children Safe in Education (KCSIE) 2026.
- Developing good support for pupils with medical conditions (including the use of individual healthcare plans), mental health needs and special educational needs and disabilities (SEND), ensuring compliance with the Department for Education's statutory guidance Supporting pupils at school with medical conditions (latest version).
- Ensuring every member of staff knows and understands their responsibilities for promoting and improving attendance.
- Ensuring accurate completion of admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
- Ensuring staff actively work to maximise attendance rates for both individual pupils and the whole school.
- Ensuring clear processes are in place to identify, monitor and support pupils who are persistently or severely absent. Pupils who are severely absent may be at greater risk of harm, including child criminal exploitation (CCE), child sexual exploitation (CSE), neglect and other safeguarding concerns. This cohort should be prioritised for support and multi-agency intervention where appropriate.
- Ensuring all staff are aware of potential safeguarding concerns linked to poor attendance and that effective joint working takes place with Children's Social Care, the Local Authority, health services and other safeguarding partners where required.
- Ensuring all staff adopt a consistent approach to managing attendance, absence and punctuality.
- Monitoring, analysing and evaluating attendance data and trends to identify patterns, barriers and the impact of interventions.
- Reporting attendance information, trends and progress against school targets to the Governing Body and, where applicable, the Trust.
- Communicating clearly with parents/carers about their legal responsibilities regarding attendance and the support available to help overcome barriers.
- Building and modelling respectful relationships with staff, pupils, families and other stakeholders to secure trust, engagement and a positive culture where attendance is valued.
- Promoting open and honest communication with staff, pupils and families so expectations regarding attendance and school life are understood.
- Working collaboratively with external agencies supporting pupils and families, including where a pupil has a social worker, Early Help involvement or other identified vulnerabilities.
- Sharing information and working collaboratively with other schools, the Local Authority and partner agencies where attendance is becoming a concern, particularly for pupils who are persistently or severely absent.
- Ensuring this attendance policy is applied fairly, consistently and proportionately, recognising the individual needs of pupils and families. The school will meet its duties under the Equality Act 2010, the Children Act 1989 and 2004, and have regard to the United Nations Convention on the Rights of the Child (UNCRC).

6.2 **The School Senior Attendance Champion SLT**

The School Senior Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other
agencies like children’s social care and early help services which are working with families.

● Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
Children who have a social worker including looked-after children and young carers.
Children who are eligible for free school meals.
Children who speak English as a second language.
Children who have special educational needs and disabilities.
● Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
● Compiling attendance data for the Head, the Governing Body and the Local Authority.
● Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
● Communicating messages to pupils and parents.
● If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
● Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
● Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
● Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

6.3 **Teaching staff**

Teaching staff are responsible for:

● Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
● Implementing the policy and ensuring it is applied fairly and consistently.
● Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up-to-date.
● Reviewing class and individual attendance patterns.
● Informing the school attendance champion/line manager of any concerns.
● Emphasizing with pupils the importance of punctuality and good attendance. ● Reminding parents of their commitment to this policy.
● Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
● Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
● Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
● Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
● Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
Treat pupils with dignity.
Build relationships rooted in mutual respect and observe proper boundaries.
Take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence.
Handle confidential information sensitively.
Understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity.
Communicate effectively with families regarding pupils' attendance and well-being.
Rehearse and reinforce attendance and punctuality expectations continually.
Emphasize the importance of attendance and its impact on attainment.
Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
Promote rewards and celebrate progress but continue to outline sanctions.
Apply rewards and sanctions consistently.
Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
Contact parents and carers regarding absence and punctuality.
Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
Periodically review practice and consistency both across and between departments.
Proactively promote attendance practice as part of staff induction.
Consider the individual needs and vulnerabilities of pupils.

6.4 **Attendance and pastoral staff**

Attendance and pastoral staff are responsible for:

● Ensuring the recording of attendance and absence data is accurate.

● Ensuring robust day-to-day processes are in place.
● Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
● Providing appropriate support and challenge to establish good registration practice.
● Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
● Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
● Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
● Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
● Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
● Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
● Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
● Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
● Implementing children missing education (CME) procedures when appropriate.
● Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

<u>For pupils at risk of persistent absence</u>

● Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
● Initiating and overseeing the administration of absence procedures.
This should include:
Letters home
Attendance clinics
Engagement with local authorities and other external agencies and partners
Working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood.
Consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures.
Providing regular reports to leaders on the at-risk cohort
Providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils.

For pupils who are persistently absent

● Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
● Identifying tailored intervention which meets the needs of the pupil.
● Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
● Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
● Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
● Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
● Providing regular reports to leaders on the impact of action plans and interventions.

7 Attendance procedures

7.1 Registration

● Registration takes place each morning at 8.50 am and each afternoon at 1.00 pm.
● Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

7.2 Responding to lateness

Punctuality is an important part of good attendance. Arriving at school on time helps pupils settle quickly, reduces anxiety, ensures they do not miss valuable learning opportunities and promotes positive routines.

● The school day begins at 9.00am. Pupils are expected to arrive in school before this time so that they are ready to begin learning promptly.
● Pupils arriving after 9.00am, once the register has closed for that session, will be marked L (Late before register closes).
● Pupils arriving after 9.30am for the morning session, or after 1.30pm for the afternoon session (or after the register has closed), will normally receive a U code (Late after registers close). Although the pupil is recorded as being on site, this counts as an unauthorised absence for the session and does not contribute towards their attendance percentage.
● All incidents of lateness are monitored and recorded. The school regularly analyses punctuality data to identify emerging patterns or concerns.
● Where a pupil is persistently late, parents/carers will be contacted to discuss any barriers to punctuality and appropriate support will be offered. The school will work collaboratively with families to identify practical solutions and establish positive morning routines where needed.
● Where punctuality does not improve despite support, the school may implement a staged response, which may include attendance meetings, punctuality targets, an attendance support plan and referral to the Local Authority Attendance Service where appropriate.
● Good punctuality will be recognised and celebrated through the school's attendance and rewards systems.

7.3 **Responding to absence**
● If an explanation for absence has not been received, school will communicate with the family to determine the reason for absence.
● Repeated absences will lead to detailed monitoring by the school attendance staff.
● Targets for improvement will be clear and communicated to pupil and parent or carer.
● School will organise support to remove barriers to regular attendance.
● School will organise meetings with parents or carers to review and improve attendance.
● If attendance does not improve, school will refer to the local authority for legal action. Please see Appendix A for further details.

7.4 **Working with the Local Authorities School Attendance Service**

● School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
● The Headteacher/Senior Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
● Action plans will be developed for persistently and severely absent pupils.

● If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
Statutory intervention can include
- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

8 **Authorised and unauthorised and absence**

8.1 Authorised absence

Authorised absence is defined as:

● Genuine illness
● Medical or dental appointment (where possible routine appointments should be arranged out of school time)
● Bereavement – (Headteacher's discretion)
● Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
● Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
● The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

8.2 Unauthorised absence

Unauthorised absence is defined as:

● Being late after the registers have closed - 'U' code
● Staying at home to care for younger children or sick relatives ● Going shopping or having a haircut
● Where no explanation is offered by the parent or carer
● Where the school is not satisfied with an explanation offered
● Special occasions e.g. birthdays/weddings
● Holidays/leave in term time
● Taking the rest of the day off before or after a medical appointment ● Translating for family members
● Visiting sick relatives
● Exceptional term time leave longer than agreed by the Headteacher

9 **Children Missing Education (CME)**

A child missing from education is a potential indicator of safeguarding concerns, including neglect, abuse, exploitation or other vulnerabilities. The school recognises its statutory duty to identify pupils who may be missing education and to take appropriate action.Where a pupil is absent and there are concerns that they may be missing education, the school will follow the procedures outlined in the Department for Education statutory guidance *Children Missing Education* and the School Attendance (Pupil Registration) (England) Regulations 2024.The school will:
• Monitor attendance closely and follow up unexplained absences promptly.
• Make reasonable enquiries to establish the reason for a pupil's absence and their whereabouts.
• Maintain accurate admission and attendance registers.
• Notify the Local Authority where a pupil meets the criteria for referral as a child missing education.
• Work collaboratively with the Local Authority, Children's Social Care and other relevant agencies where appropriate.The school will follow the Leeds Children's Services procedures for Children Missing Education and make referrals using:
Email: cme@leeds.gov.uk
Telephone: 0113 378 9686

Appendix A

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1 FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2 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, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024.**

3 THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates; fines can be up to £2500 per parent, per child.
Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education'.

10 SESSIONS (5 DAYS) OF UNAUTHOURISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthourised absence in a 10-week period.