

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓

Approval Date:	SEP25/26 – AUTUMN TERM
Review Date:	SEP 27/28- AUTUMN TERM



**“Called by Christ
to be agents of change
and apostles of hope”**

ST ANTHONY’S CATHOLIC PRIMARY SCHOOL

Part of

St Oscar Romero Catholic Academy Trust

www.OscarRomero.co.uk

ATTENDANCE POLICY



Attendance Target	97%
School opens at	8.50am
Registers close at	9.30am

1. Contact List – September 2025

Role / Agency	Name and role	Contact Details
Headteacher	Ms D Gayle	020 8778 7681
Attendance Lead	Mr I Brian	020 8778 7681
Officer Manager	Ms Natalie Neukom	
Governor with responsibility for Attendance	Mrs Sian Gossa (Safeguarding Governor)	Contact via the school office
Chair Of Governors	Mr Tony Holdsworth	Contact via the school office
Bromley EWO	N/a	Education.welfare@bromley.gov.uk
Bromley Elective Home Education (EHE)	N/a	home.education@bromley.gov.uk
Children Missing Education (CME)	N/a	Education.welfare@bromley.gov.uk
Education Safeguarding Team	Ms R Burden (DSL) Mr I Brian (DDSL) Ms D Gayle (Headteacher)	020 8778 7681 safeguarding@sacp.uk



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2. Policy Statement

St Anthony's Catholic Primary School seeks to ensure that all its pupils and young people 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.

St Anthony's Catholic 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 **St Anthony's Catholic 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 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

a. The school aims to ensure that:

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

b. 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

a. This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk/guidance/working-together-to-improve-school-attendance) (publishing.service.gov.uk)



b. The Education Act 1996 states that:

- i. All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- ii. The Local Authority must provide school places to parents who wish their children to be educated at school.
- iii. The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- iv. The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- v. The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- vi. Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](http://legislation.gov.uk) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk) - Part 3

5. Expectations

What the school expects of our pupils and young people
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
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers



6. Roles and responsibilities

a. Headteacher

The Headteacher is responsible for:

1. 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)**.
11. Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions
111. Ensuring every member of staff knows and understands their responsibilities for attendance.
111. Ensuring accurate completion of admission and attendance registers.
111. Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
111. Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
111. Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
111. Monitoring and analysing data and trends.
111. Reporting to the Local Governing Committee and Trust Board the attendance figures and progress to achieving the set targets.
111. Reminding parents of their commitment to this policy.
111. Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.



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ξιϖ. Open and honest communication 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.



- ξϯ. 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.
- ξϯι. Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- ξϯιι. Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

b. The School Senior Attendance Lead

The School Senior Attendance Lead is responsible for:

- ι. Implementing the policy with the Headteacher.
 - ιι. Offering a clear vision for attendance improvement.
 - ιιι. Championing and improving attendance.
 - ιϯ. Ensuring the practice that is in place to address persistent and severe absence is robust.
 - ϯ. Evaluating and monitoring expectations and processes
- ϯι. Oversight of data analysis -
- 1. 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.
 - 2. 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:
 - a. children who have a social worker including looked-after children
 - b. young carers
 - c. children who are eligible for free school meals
 - d. children who speak English as a second language
 - e. children who have special educational needs and disabilities
 - 3. Keeping the Headteacher 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.
 - 4. Compiling attendance data for the Head, the Governing Body and the Local Authority.
- ϯιι. Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support



Meetings.

11.1. Communicating messages to pupils and parents.

- 11.1.1. 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.



ξ. Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.

ξι. Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.

ξιι. Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

c. Teaching staff

Teaching staff are responsible for:

ι. Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.

ιι. Implementing the policy and ensuring it is applied fairly and consistently.

ιιι. 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.

ιιι. Reviewing class and individual attendance patterns.

ιιι. Informing the school attendance champion/line manager of any concerns.

ιιι. Emphasizing with pupils the importance of punctuality and good attendance.

ιιι. Reminding parents of their commitment to this policy.

ιιι. 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.

ιξ. 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.

ξ. 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.

ξι. 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.

ξιι. 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:

1. treat pupils with dignity



2. build relationships rooted in mutual respect and observe proper boundaries

3. take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
4. handle confidential information sensitively
 5. 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
6. communicate effectively with families regarding pupils' attendance and well-being

ξιι. Rehearse and reinforce attendance and punctuality expectations continually.

ξιδ. Emphasize the importance of attendance and its impact on attainment.

ξιδ. Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.

ξιδ. Promote rewards and celebrate progress but continue to outline sanctions.

ξιδ. Apply rewards and sanctions consistently.

ξιδ. Follow up on absence and lateness with pupils to identify barriers and reasons for absence.

ξιδ. Contact parents and carers regarding absence and punctuality.

ξιδ. Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.

ξιδ. Periodically review practice and consistency both across and between departments.

ξιδ. Proactively promote attendance practice as part of staff induction.

ξιδ. Consider the individual needs and vulnerabilities of pupils.

d. Attendance and pastoral staff

Attendance and pastoral staff are responsible for:

- ι. Ensuring the recording of attendance and absence data is accurate.
- ιι. Ensuring robust day-to-day processes are in place.
- ιιι. Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- ιδ. Providing appropriate support and challenge to establish good registration practice.
- ιδ. 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.

- ᄁ. Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- ᄁᄁ. 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.
- ᄁᄁᄁ. 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).
- ᄁᄁ. 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.
- ᄁ. Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- ᄁᄁ. Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- ᄁᄁ. Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- ᄁᄁᄁ. Implementing children missing education (CME) procedures when appropriate.
- ᄁᄁ. Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- ᄁᄁ. 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.
- ᄁᄁ. 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

- ξϠιι. Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- ξϠιιι. Identifying tailored intervention which meets the needs of the pupil.
- ξιξ. Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- ξξ. Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- ξξι. Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- ξξιι. Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- ξξιιι. 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 8.55 am and each afternoon at 1.15 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

- Pupils arriving in the classroom after 8.55am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.30am and 1.30pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

7.3 Responding to 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.

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 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 who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)