



Attendance Policy

Roe Green Infant School

Approved by	
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1. Aims

At Roe Green Infant School, we welcome, value and share the cultures, religions, traditions and languages of all.

As a school, we teach and expect everyone to be responsible, independent and show respect and pride in themselves, the school and the community.

We are committed to meeting our obligation with regard to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)

- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
 - [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- It also refers to:
- [School census guidance](#)
 - [Keeping Children Safe in Education](#)
 - [Mental health issues affecting a pupil's attendance: guidance for schools](#)
 - [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 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
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Deputy Head Teacher 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
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining 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/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is the Deputy Head Teacher, Andrew Miller, and can be contacted via the school telephone number 020 8204 3531.

3.4 The attendance officer

The school attendance officer is responsible for:

- 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 the headteacher when to issue fixed-penalty notices

The attendance officer is Andrew Miller and can be contacted via the school telephone number 020 8204 3531.

3.5 Class Teachers

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, via SIMS, to the school office by 9:15am and 1:30pm daily.

3.6 School administration staff

School administration staff will:

- Take calls/messages from parents/carers regarding absence on a day-to-day basis and log these onto SIMS (school's electronic registration system). After registration, checks are made to ensure that all children are accounted for. 'First-day absence' telephone calls are made to parents of children who are not in school to ensure that children are safe; this forms part of our safeguarding procedures
- Transfer calls from parents/carers to the attendance officer in order to provide them with more detailed support on attendance

3.7 Parents/Carers

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents/Carers are expected to:

- Make sure their child attends every day, on time
- Call the school to report their child's absence before 8:50am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with at least two emergency contact numbers and email addresses for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts (as part of the Home/School Agreement) that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Marina Aziz, who can be contacted via the school telephone number 020 8204 3531.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

At Roe Green Infant School, we expect pupils to have 96% and above attendance. Parents and carers of pupils attending our school have a responsibility to make sure their children reach or exceed 96% attendance. Through data analysis we can see which pupils fall below this threshold and take action. Parents may be invited to school to meet with the attendance officer and/or the headteacher. When we have exhausted our attempts to improve a pupil's attendance, we will make a referral to our link Brent School Attendance Officer (BSAO).

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

Pupils in Reception and Key Stage 1 must arrive at school by 8:50am on each school day. Pupils in Morning Nursery must arrive at school by 8:30am, pupils in Full Time Nursery by 9:00am and pupils in Afternoon Nursery by 12:30pm.

The register for the first session will be taken at 9:00am in Full Time Nursery, Reception and KS1, and will be kept open until 9:15am. The register for the second session will be taken at 12:20pm in Reception, 12:30pm in Full Time Nursery, 1:00pm in Year 1 and 1:20pm in Year 2 and will be kept open until 1:30pm.

The register for Morning Nursery will be taken at 8:30am and will be kept open until 9:15am.

The register for Afternoon Nursery will be taken at 12:30pm and will be kept open until 1:30pm.

4.2 Unplanned absence

The pupil's parent/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 8:50am or as soon as practically possible by calling or emailing the school administration staff on 020 8204 3531 or admin@rgreeninf.brent.sch.uk (see also section 7).

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carers to provide medical information, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical information unnecessarily.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carers 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. Medical/dental appointments will only be authorised for half a day.

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. Go to section 5 to find out which term-time absences the school can authorise.

For any requests for term-time leave, parents and carers must complete a Term Time Leave of Absence Approval Form, which is available from the school office.

4.4 Lateness and punctuality

Poor punctuality is not acceptable. Late arrival at school is disruptive for your child and class members. It can be embarrassing for a child and can encourage absence.

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

Pupils arriving late should be brought to the school office, where they will be signed into the Late Arrival book and recorded as present in the building (supporting Health & Safety in school).

The school administration staff are responsible for transferring all information onto the electronic class register.

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving a Brent School Attendance Officer
- Invite parents to a meeting to discuss the situation with the school Attendance Officer
- If unauthorised absence continues, parents will be invited to a pre-referral meeting with the Brent Council's School Attendance Officer
- Refer the matter to Brent Council's School Attendance Officer if attendance falls below 85% and 10% of absence is unauthorised
- Refer the absence of any pupil to the Education Welfare Officer, if the school has not had contact with the parent/carer for 3 days of absence

The Education Welfare Service may take no action, issue a Formal Warning, issue an Education Penalty Notice or prosecute parents.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

Where poor attendance causes a safeguarding concern for a pupil, parents are expected to meet with the Attendance Officer to discuss the issues or barriers to poor attendance and to see ways of overcoming them.

If parents are having difficulty with encouraging their child to attend school regularly and on time, the school encourages the parents/carers to report this so that the school can help parents/carers to make the necessary improvements.

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels through:

- Calls to the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- Regular signposting by targeted letters e.g. reminder of school attendance expectations at the end of school year/start of the new school year, reminder of school attendance expectations at the end of each school term/start of each new school term, individual letters for pupils where attendance and/or punctuality have become a concern
- Targeted letters when a child's attendance drops below 90%, making them a persistent absentee
- Monthly attendance reports to parents stating their child's class cumulative attendance
- Home/School Agreement
- Newsletters and regular signposting. Punctuality is also stressed as lateness impacts learning not only for the individual but the class as well
- Parent/Class Teacher meetings

5. Authorised absence

5.1 Approval for term-time absence

The headteacher and/or attendance officer will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and in accordance with any leave of absence request form, accessible via the school office. The attendance officer may require additional information to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

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

parents' /carers' religious body to confirm whether the day is set apart. The school authorises **one day per year for religious observance by the religious body to which the pupil's parents/carers belong**

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

5.3 Absences from the school site (which are not classified as absences)

The headteacher and/or attendance officer will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

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

6. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance. The prime benefit derived from regular attendance is that continuity and progression in learning are ensured.

To support and celebrate good attendance we:

- Award Paddington Bear to the class with the best weekly attendance
- Monthly 'Star Chart' display
- Annual attendance certificates for those with 100% attendance

7. Supporting pupils with poor attendance

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

7.1 Education supervision order

In cases where voluntary early help plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but not criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.2 Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.3 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.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

The school will:

- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

8.2 Pupils absent due to mental or physical ill health

The school will:

- **Early identification and communication:** We maintain regular contact with families when a child is absent due to ill health, offering empathetic support whilst monitoring attendance patterns. Our Attendance Coordinator works closely with parents to understand the nature and expected duration of absence.
- **Collaborative planning:** For pupils with ongoing health conditions, we arrange meetings with parents/carers and, where appropriate, medical professionals to develop individual healthcare plans that include strategies to support attendance (e.g. reduced timetables with gradual reintegration, rest periods, modified physical activities).
- **Reasonable adjustments to support attendance:**
 - Flexible start times to accommodate medical appointments
 - Modified curriculum access (e.g. indoor activities during poor weather for pupils with asthma)
 - Quiet spaces for children experiencing anxiety or emotional difficulties
 - Phased return plans following lengthy illness
- **Multi-agency support:** We work with school nurses, Educational Psychology Services, CAMHS, and other health professionals to ensure coordinated support that enables children to attend school. Regular reviews ensure interventions remain appropriate and effective.
- **Monitoring and escalation:** We track patterns of health-related absence and, where concerns arise about frequency or impact, we initiate supportive conversations and may refer to appropriate services (Early Help, School Nurse) with parental consent.

8.3 Pupils absent due to other barriers to attendance

Pupils with SEND:

- **Individualised support:** We recognise that pupils with SEND may face additional barriers to attendance. Our SENDCo works with families to identify specific challenges (sensory needs, anxiety, communication difficulties) and implements targeted interventions to support regular attendance.
- **Adjustments to support attendance include:**
 - Visual timetables and social stories to support transitions and reduce anxiety
 - Sensory breaks and access to regulation resources
 - Tailored communication methods with parents

- Close liaison with external professionals (OT, SALT, Educational Psychologist)

➤ EHC plan monitoring: Where a pupil has an EHC plan and attendance falls, we convene an early review to address barriers and adjust provision, working alongside the school's Brent School Attendance Officer where necessary.

➤ Graduated Approach (Assess–Plan–Do–Review) – follow the same process as SEND Support:

- Assess: Understand barriers (pupil voice, parent voice, staff observations)
- Plan: Set small, achievable steps
- Do: Implement support consistently
- Review: Evaluate impact and adjust

Disadvantaged pupils:

➤ Removing practical barriers to attendance:

- Financial support for uniform, trips, and resources through our Pupil Premium funding
- Breakfast club provision to support punctuality and attendance
- Signposting to local support services (food banks, housing support, benefits advice)
- Priority access to nurture provision and pastoral support

➤ Building relationships: Our Family Support Lead maintains regular contact with disadvantaged families, offering early help and building trust to encourage open communication about attendance challenges.

Pupils known (or previously known) to children's social care:

➤ Enhanced monitoring: These pupils are identified on our vulnerable pupils register and their attendance is monitored daily by the Designated Safeguarding Lead and Attendance Coordinator.

➤ Multi-agency approach: We maintain close communication with social workers and ensure information sharing supports the child's safety, wellbeing, and attendance.

➤ Responsive interventions to support attendance: We recognise that these pupils may experience complex home circumstances and provide trauma-informed support, including access to nurture provision and consistent key adults to support regular attendance.

Other barriers (e.g. young carers)

➤ Identifying needs: We train staff to recognise signs that a pupil may be a young carer and maintain a register of identified young carers.

➤ Targeted support to improve attendance:

- Flexible arrangements for pupils with caring responsibilities (e.g. adjusted start times)
- Access to young carers support groups and external services
- Regular check-ins with pastoral staff
- Homework support to reduce pressure at home

Timely and targeted interventions across all groups:

We employ a graduated response, beginning with supportive conversations, progressing through individual attendance plans, multi-agency meetings, and—where appropriate—referrals to Early Help or statutory services. All interventions are regularly reviewed for impact, with adjustments made swiftly when barriers to attendance persist.

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

Our reintegration approach to support attendance:

➤ **Pre-return planning:** Before a pupil returns, we arrange a meeting with parents/carers to:

- Understand the circumstances of absence and any ongoing needs
- Plan a phased or graduated return if appropriate to support successful reintegration
- Identify any reasonable adjustments needed to support attendance
- Agree on communication methods and review points

- **Phased return plans:** Where appropriate (e.g. following illness, bereavement, family trauma), we implement reduced timetables that gradually increase to full-time attendance, with clear timescales and regular review.
- **Pastoral support to maintain attendance:** We assign a key adult (class teacher, teaching assistant, or pastoral lead) to provide consistent emotional support, check in regularly, and help the child re-establish friendships and routines.
- **Monitoring and review:** We closely monitor attendance and wellbeing during the reintegration period, holding review meetings with parents at agreed intervals to assess progress and adjust support as needed.

8.5 Prolonged Absence for Children in the EYFS

Our approach to prolonged EYFS absence:

- **Definition and context:** We consider absence prolonged when it exceeds normal expectations for occasional illness or is part of an emerging pattern, taking into account:
 - The child's previous attendance patterns and any known circumstances
 - Vulnerability factors including the child's age, developmental needs, and home circumstances
 - Any safeguarding concerns or indicators of additional needs
- **Contact and communication:**
 - In cases of prolonged absence, or when a child is absent without notification, we attempt to contact parents/carers via telephone on the first day
 - If unsuccessful, we contact alternative emergency contacts
 - We conduct home visits where appropriate and with regard to staff safety
- **Supportive interventions to improve attendance:**
 - We arrange meetings with parents to understand barriers to attendance and offer support
 - We signpost families to Early Help services, health visitors, and other community support
 - We may offer flexible arrangements (e.g. reduced hours initially) to support reintegration, whilst working towards full attendance
- **Safeguarding procedures:**
 - We implement our safeguarding procedures (see our child protection/safeguarding policy) when we have concerns about a child's welfare
 - We refer concerns to Brent Children's Social Care and/or request a police welfare check when:
 - We cannot make contact with the family
 - We have safeguarding concerns
 - The absence is unexplained and prolonged
 - We follow Brent's Children Missing Education procedures where a child's whereabouts become unknown
- **Maintained nursery provision considerations:** For children attending our maintained nursery, we recognise that whilst attendance is not statutory, regular attendance supports development and school readiness. We work proactively with families to establish good attendance habits and identify any support needs early.

Overall principles:

- All our approaches are delivered with compassion and cultural sensitivity, recognising that families may face complex challenges. We aim to build trust, remove barriers to attendance, and work in partnership with parents whilst maintaining clear expectations about the importance of regular

attendance. Our interventions are always proportionate, regularly reviewed for impact, and adjusted based on the individual needs of each child and family.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to 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.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- 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-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

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
- Issue targeted letters when a child's attendance drops below 90%, making them a persistent absentee
- 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/carers 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 section 7, above)

Where unauthorised absence becomes a concern, the school will implement a range of targeted interventions to support improved attendance. This will include arranging meetings with parents and carers to discuss the reasons for absence and identify any barriers to regular attendance, issuing letters to highlight concerns and set clear expectations, and implementing closer monitoring of the pupil's attendance pattern. The school will work in partnership with families to develop action plans and provide appropriate support where needed. Throughout this process, we will work closely with the Brent School Attendance Officer, holding regular consultations to review cases and determine the most appropriate course of action. If unauthorised absence persists despite these interventions, and following consultation with the Brent School Attendance Officer, the school may consider referral for further action, including the possibility of penalty notices or legal proceedings where appropriate. The school's primary aim remains to work collaboratively with families and partner agencies to ensure every child can benefit from regular school attendance.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and at a minimum of twelve months by Andrew Miller, Deputy Head Teacher and Attendance Co-ordinator. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- Pupil mental health and wellbeing
- EYFS policy

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 1: Term Time Leave of Absence approval form



Princes Avenue,
Kingsbury, London,
NW9 9JL

Telephone: 020 8204 3531
Email: admin@rgreeninf.brent.sch.uk
www.rgreeninf.brent.sch.uk

Term Time Leave of Absence Approval Form

Please complete one form per child

Child's Name: Class: Date of Birth:

Siblings attending Roe Green Nursery/Infants or Junior School:

Sibling's Name: Class: Date of Birth:

Sibling's Name: Class: Date of Birth:

Address:

Reason for Absence*: (*Evidence may be required)

From: To: Total no. of school days:

POLICY ON LEAVE OF ABSENCE (JANUARY 2025)

Parents/Guardians are strongly discouraged from taking their children out of school during term time. Family holidays or trips abroad must be taken during the school holidays. The Headteacher and/or attendance officer can only authorise absence in exceptional circumstances, as there is no automatic entitlement in law to time off during school time. In such cases, parents/guardians should submit a 'Term Time Leave of Absence Form' (available from the school office) as far in advance as possible and only make bookings if leave is granted. Whether to grant leave is entirely at the discretion of the Headteacher and/or attendance officer, who will consider each application individually based on the specific facts, circumstances and relevant context. There is no right for a parent/guardian to appeal a decision.

Please be aware that if you take your child out of school and the leave is not authorised, a referral will be made to Brent School Attendance Service. This may result in you receiving a Formal Warning or an Education Penalty Notice. Education Penalty Notices are issued to both parents/guardians for each child taken out of school. Initial fines are £80 if paid within 21 days and £160 if paid within 28 days. If payment is not made after 28 days, the local authority can decide whether to prosecute or withdraw the notice. Failure to pay the fine may result in parents/guardians being prosecuted in court for their child's unauthorised absence.

The school expects pupils to achieve 96% attendance or above. Leave during term time is strongly discouraged due to the inevitable disruption caused to learning and the impact on your child's educational progress.

Name of Parent(s) / Guardian(s):

Telephone: (home) (mobile)

..... (work) (other)

Email: (please supply an email address)

I agree to abide by Roe Green Infant School's Leave of Absence policy.

Signature of Parent(s) / Guardian(s): Date:

Permission has/has not been granted for Leave of Absence

from to Total no. of school days authorised:

School year Attendance rate previous leave taken

Additional Comments

Signature of Headteacher Date