Brontë Academy Trust

Great schools. Inspirational people. Strong foundations.

Bronte Academy Trust

Lees Primary School

Pupil Attendance Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Executive Headteachers	Governors	1 Sep 26		31 Aug 27

CONTENTS

Statement of Intent

1. Statement of Intent
2. Aims
3. Roles and Responsibilities
4. Attendance, Expectations & Procedures
5. Penalty Notices and Legal Intervention
6. Authorise Absences due to religious observance
7. Pupils with Medical Conditions or Special Educational Needs or Disabilities
8. Part – Time Timetable
9. Alternative Provision
10. Monitoring and review

Appendix 1: Three-tier approach to attendance support

Appendix 2: Attendance Contracts

Appendix 3: Attendance Register

1. STATEMENT OF INTENT

Brontë Academy Trust is committed to ensuring that all pupils attend school regularly and punctually. Regular attendance is essential for safeguarding, well-being, attainment and positive life chances. Attendance is everyone's responsibility and all stakeholders have a role to play in promoting excellent attendance.

The Trust understands that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, school will prioritise cultivating a safe and supportive environment, as well as strong and trusting relationships with pupils and parents.

The Trust takes a whole-school approach to securing good attendance, and recognises the impact that our efforts in other areas – such as the curriculum, behaviour, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

This policy operates in conjunction with the following Trust/ School policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Children Missing Education Policy
- Records Management Policy

The Trust is committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

2. AIMS

This policy aims to promote high attendance across the Trust, reduce absence, including persistent and severe absence, clarify roles and responsibilities, and ensure compliance with statutory guidance and safeguarding expectations.

The Trust Target for attendance of each individual pupil to be as high as possible- The DfE provide individual schools with annual attendance targets; for the 2026/27 academic year, the Bronte Academy Schools' Targets are:

School	Target
Haworth	96.5%
Lees	96%
Oakworth	95.5%
Oldfield	95%

3. ROLES AND RESPONSIBILITIES

Roles

The Executive Headteacher has overall responsibility for attendance within their schools.

- Governors are responsible for monitoring attendance data and holding leaders to account
- Staff must record attendance accurately and follow procedures for absence
- Parents are responsible for ensuring their child attends school regularly

Responsibilities

We expect that all parents will

- Promote regular attendance
- Help to create a pattern of regular attendance and good punctuality

We expect that all pupils will

- Attend every day when they are well enough
- Attend punctually
- Attend appropriately prepared for the day
- Tell someone if there are any concerns or barriers to them attending.

We expect that all parents / carers who have day to day responsibility for children will:

- Ensure their child(ren) attends every day when they are well enough
- Be aware of their legal responsibilities
- Ensure that the child in their care arrives punctually, prepared for learning
- Ensure that they contact school whenever the child is unable to attend school
- Contact school on the first day of the child's absence
- Contact school promptly whenever any problems occur that may keep the child away from school
- Inform school of any barriers to attendance that exist outside of school

We expect that school staff will

- Provide a safe learning environment
- Encourage excellent attendance
- Keep accurate records of attendance for all pupils, twice daily
- Monitor every pupil's attendance, analyse data and identify patterns Contact parents by 9:30am on the day of absence if a child fails to attend school and no message has been received
- Follow up all unexplained absences to obtain notes authorising the absence
- Build strong relationships with families and children, listen to and understand barriers to attendance and work with families to remove them.
- Make initial enquiries of parents of pupils who are not attending well, express their concern and clarify the school's and the Trust's expectations with regard to excellent school attendance
- Refer irregular or unjustified patterns of attendance to the Local Authority Officer

- Apply the Attendance Policy fairly and consider Trust's obligations to The Equality Act 2010 and the requirements of the UN convention – The Rights of the Child, by ensuring that children are consulted in all decisions that relate to them

4. ATTENDANCE, EXPECTATIONS & PROCEDURES

Bronte Academy Trust expects all pupils to attend school every day and arrive on time unless there is a valid reason for absence. Good attendance is essential to support pupils' learning, wellbeing and achievement.

Attendance is monitored daily, weekly and termly. Attendance below 92% may result in further monitoring and support. Persistent absence is defined as attendance at or below 90%, and severe absence is defined as attendance below 50%. These cases will be treated as a priority and may involve external agencies.

School Day and Registration

The school day begins at 8:50am. Pupils are expected to arrive on site and be ready to learn by this time.

Registers are taken twice each day:

- Morning register closes at 9:15am
- Afternoon register closes at 1:10pm

Pupils arriving after the register has opened but before it closes will receive a late mark. Pupils arriving after the register closes will be recorded as absent for that session.

Reporting an Absence

Parents/carers must contact the school office before 9:00am on the first day of absence and provide:

- the reason for the absence; and
- the expected date of return.

If no contact is received, the school will contact parents/carers on the first day of absence as part of its safeguarding responsibilities.

The school will follow up all absences to:

- confirm the reason for absence;
- ensure appropriate safeguarding procedures are followed;
- determine whether the absence should be authorised; and
- apply the correct attendance code.

The school may request additional evidence where there are concerns regarding a pupil's attendance or repeated illness absence.

Where a pupil is absent for more than five school days in a row, or more than 10 school days in one term, the pupil's parent will be expected to provide a signed letter with an explanation for the absences.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, if the pupil is a persistent or severe absentee, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

Where a pupil does not return from a period of leave or has a continuous period of absence, the school will work jointly with the LA to carry out reasonable enquiries under the School Attendance (Pupil

Registration England Regulations 2024) to establish the pupil's whereabouts. In conducting these enquiries, the school and LA will liaise with the Home LA. If, following these enquiries, the pupil's name is removed from the school's admission register, the Home LA will be expected to investigate whether the pupil should be classified as a child missing education

Nursery Attendance

Parents of Nursery and Reception children are expected to support regular attendance. Nursery places may be reviewed where attendance falls below 80% of funded hours and does not improve following support and communication with families.

LAC Attendance

For LAC the executive head / head of school report the attendance for LAC in termly meetings to the reviewing officer and keep it in their PEP.

Attendance Support

Bronte Academy Trust uses a three-tier approach to attendance support (See Appendix 1):

Tier 1 – Universal Support

All pupils receive clear expectations, regular monitoring and encouragement to attend school every day and on time.

Tier 2 – Targeted Support

Where attendance begins to decline or falls below expected levels, the school may:

- meet with parents/carers;
- agree attendance targets;
- offer early help or pastoral support; and
- introduce an attendance contract where appropriate.

Tier 3 – Intensive Support

For persistent or severe absence, the school may involve the Local Authority and other agencies. This may include multi-agency meetings, formal attendance plans and consideration of legal intervention where support has not improved attendance.

Attendance Contracts

An attendance contract is a voluntary written agreement between parents/carers and the school and/or Local Authority. It is used to support improved attendance where early help or other support has not been effective or is not considered sufficient on its own.

Attendance contracts are not legally binding and are not a punitive measure. They are designed to support families and improve attendance and punctuality, and to avoid escalation to legal intervention. Parents/carers cannot be required to enter into a contract, and contracts will not be agreed in a parent's absence.

Before an attendance contract is agreed, the school and/or Local Authority will arrange a meeting with parents/carers (and the pupil where appropriate) to:

- discuss attendance concerns and barriers;
- consider views from parents/carers and the pupil; and
- agree appropriate support and expectations.

Attendance contracts may include:

- clear expectations for attendance and punctuality;
- agreed support for the family;
- meetings with school or external agencies; and
- actions to remove barriers to attendance.

Attendance contracts are tailored to individual circumstances, reviewed regularly, and normally run for a defined period agreed with all parties.

Education Supervision Orders (ESO)

Where voluntary support, early help and attendance contracts have not successfully improved attendance, the Local Authority may consider an Education Supervision Order (ESO).

An ESO is a formal legal intervention designed to support improved attendance without immediate prosecution. It is used where there is continued concern about a pupil's attendance and where additional legal oversight is considered necessary to support the child's education.

Before progressing to an ESO, the school and Local Authority will ensure that:

- all reasonable voluntary and targeted support has been offered and reviewed;
- attendance contracts or equivalent interventions have been explored; and
- an ESO is considered in the best interests of the pupil.

In cases where safeguarding concerns are present, the school will work with the Designated Safeguarding Lead and children's social care to determine the most appropriate level of support and intervention.

5. PENALTY NOTICES AND LEGAL INTERVENTION

Schools will use a range of methods to encourage excellent attendance and improve poor attendance. However, where internal systems and partnership working with parents are not effective, they will use a Penalty Notice in accordance with the most recent regulations and Local Code of Conduct

A penalty notice may be issued where:

- a pupil has missed 10 sessions, 5 days of unauthorised absence within a rolling 10-week period. First offence: £160 per parent per child, reduced to £80 if paid within 21 days. Second offence: £160 per parent per child. Third offence: prosecution or alternative legal intervention.
- parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.
- Where parents have been fined for the same child on at least 2 other occasions, schools may request direct prosecution

Fixed penalty notices must be issued in line with the Education (Penalty Notices) (England) Regulations 2007 and can only be issued by a headteacher or someone authorised by them (a deputy or assistant head), a local authority officer or the police. All schools and the police must send copies of fixed penalty notices issued to the local authority.

Fixed penalty notices are served on parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or at a place where alternative provision is provided.

Fixed penalty notices can be issued to each parent liable for the attendance offence or offences, which should usually be the parent or parents with day-to-day responsibility for the pupil's attendance.

Failure to comply with the penalty notice could render the parent liable to prosecution. This is not a decision that will be taken lightly, as each school wishes to maintain excellent links with parents. However, the school's responsibility is to ensure that every child has access to the full provision that is on offer and this cannot take place if the child is away from school. Unauthorised leave of absence during term time may result in a Penalty Notice.

All state funded schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Schools should not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case to ensure fairness and consistency across the country. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with a combination of unauthorised absence

6. AUTHORISED ABSENCE DUE TO RELIGIOUS OBSERVANCE

Schools will treat absence as authorised when it is due to religious observance, exclusively set apart by the religious body to which parents belong. Where necessary, schools will seek advice from the parents' religious body about whether it has set the day apart for religious observance

For religious observance, up to two days absence (one per festival) will be authorised

Any pupil who fails to return after the authorised absence will have their absence recorded as 'unauthorised'.

No more than two occasions (festivals) per academic year will be authorised. If the festival occurs at the weekend or during school holidays, pupils will not be granted a day off in lieu.

7. PUPILS WITH MEDICAL CONDITIONS OR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil.

That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136965/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf

In these circumstances support may include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined-up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups, including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary. Pupils with long-term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education.

In all cases, schools should be sensitive and avoid stigmatising pupils and parents and they should talk to pupils and parents and understand how they feel and what they think would help improve their attendance, to develop individual approaches that meet an individual pupil's specific needs.

8. PART-TIME TIMETABLES

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a reintegration package. *A part-time timetable should not be used to manage a pupil's behaviour.*

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regular review with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat the absence as authorised.

9. ALTERNATIVE PROVISION

Where a pupil attends Alternative Provision (AP), including medical, behavioural, therapeutic, vocational or other off-site provision, the pupil remains on the school roll and the school retains overall responsibility for attendance, safeguarding and educational progress in line with Department for Education guidance.

The school will:

- maintain regular contact with the Alternative Provision provider, parents/carers and relevant professionals;
- monitor and record attendance using the appropriate attendance codes;
- follow up any unexplained absences in line with safeguarding and attendance procedures;
- ensure the provision regularly shares attendance information and any welfare concerns;
- review the placement regularly to ensure it continues to meet the pupil's needs; and
- support reintegration into school, where appropriate

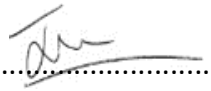
10. MONITORING AND REVIEW

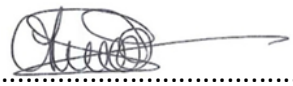
This policy will be reviewed on an annual basis by the school governing board.
Any changes to this policy will be communicated to all staff members and relevant stakeholders.

Declaration of Responsibility

This Pupil Attendance Policy was reviewed and formally adopted by the Lees AGC on

.....1 September 2026 .....Date


.....Signed Chair of Governors


.....Signed Executive Headteacher

Appendix 1: Three Tier support

Tier 1 – Universal Support: High expectations, monitoring and promotion of attendance

Role of School Staff	**Role of Parents**
● *Meet and greet children* ● *Build positive relationships with children and families* ● *Recognise collective and individual achievements* ● *Implement evidence-based classroom strategies which impact attendance* ● *Monitor attendance and punctuality*	● *Ensure children attend school every day and on time* ● *Communicate with school regarding absence* ● *Understand and support any concerns that a child may have* ● *Communicate any concerns to school*
Role of the child	***Role of external agencies***
● *Attend school every day and on time* ● *Engage actively with learning* ● *Support your friends and peers to be in school every day* ● *Share worries or concerns with a trusted adult*	● *Advise and support school in specific cases and on whole school initiatives*

Tier 2 – Targeted Support: Meetings with parents, attendance contracts and early help support.

Role of School Staff	**Role of Parents**
● *Proactively use attendance data to identify pupils who are PA or at risk of becoming PA* ● *Work with targeted families to understand, support and address the reasons or barriers to attendance* ● *Implement agreed strategies inclusive of schools own early help offer* ● *Monitor progress- support and praise* ● *Signpost or provide access to support for families* ● *Where out of school barriers exist, support the family in accessing the services they need*	● *Ensure children attend school every day and on time* ● *Work with school to help to understand any barriers to attendance* ● *Proactively work with the support offered to prevent the need for more formal support* ● *Continue to communicate with school regarding absences*
Role of the child	***Role of external agencies***
● *Attend school every day and on time* ● *Work with the school to create and participate in targeted interventions* ● *Recognise personal achievements* ● *Share worries or concerns with trusted adults*	● *Signpost or provide access to services to support families* ● *Provide support and CPD to the school*

● *Continue to take part in opportunities at school*	

Tier 3 – Intensive Support – Multi-agency involvement, formal support and potential legal intervention.

Role of School Staff ● *Take an active part in a multi-agency effort with the LA Attendance Support Officer and other external partners* ● *Use data to identify children at risk of being severe absentees* ● *Continually assess and adapt strategies* ● *Monitor progress towards agreed targets* ● *Recognise achievements*	**Role of Parents** ● *Work closely, actively and proactively on ensuring attendance improves* ● *Communicate clearly and constructively with the school* ● *Take an active role in the multi- agency approach to support*
Role of the child ● *Work hard to achieve targets related to attendance* ● *Recognise achievements* ● *Share worries or concerns with trusted adults* ● *Engage actively in school life*	***Role of external agencies*** ● *Offer any further services* ● *Provide advice and guidance to all parties* ● *Take an active part in multi-agency approaches*

Appendix 2: Attendance Contract

Bronte Academy Trust – Attendance Contract

This is a voluntary agreement between the school/Local Authority and parent/carer to support improved attendance and punctuality. It is not legally binding and is not a punitive measure.

It will be used where attendance is a concern and additional support is needed. Parents/carers cannot be required to enter into this agreement.

Pupil Details

Name: _____
DOB: _____
School: _____
Year Group: _____
Current Attendance: _____
Review Date: _____

Reason for Contract: *Brief summary of attendance concerns and barriers:*

Parent/Carer Agrees To:

- Ensure regular attendance and punctuality
- Contact school before 9:00am on each day of absence
- Provide reasons for absence promptly
- Attend meetings and reviews
- Engage with agreed support

School/Trust Agrees To:

- Monitor attendance closely
- Maintain regular contact with family
- Provide appropriate support and interventions
- Refer to external agencies where appropriate

Support in Place *(This may include Early Help, mentoring, pastoral support, or external agency involvement)*

Attendance Target

Target:

Review & Duration

Review date:
Duration:

Agreement: *All parties agree to work together to improve attendance.*

Parent/Carer:	**Date:**
School	**Date:**
Pupil (if appropriate):	**Date:**

Appendix 3: Attendance Register

The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present
- Absent
- Attending an approved educational visit
- Unable to attend due to exceptional circumstances

The school will use the national attendance codes set out in Regulation 10 of The School Attendance (Pupil Registration) (England) Regulations 2024 to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

= planned whole or partial school closure
/ = Present in the morning
L = Late arrival before the register has closed
C = Leave of absence granted by the school for exceptional circumstances
S = Study leave
C1 = Leave of absence for participating in regulated performance or employment abroad
C2 = Leave of absence for part-time pupils
E = Suspended or permanently excluded but no alternative provision made
J1 = Leave of absence for job or education interviews
I = Illness
M = Medical or dental appointments
K = Attending provision arranged by the LA
R = Religious observance
B = Off-site education activity
G = Unauthorised holiday
O = Unauthorised absence
U = Arrived after registration closed
N = Reason not yet provided
X = Not required to be in school
T = Traveller absence
Q = Absent due to a lack of access arrangements or due to the pupil having to attend a school that does not qualify for travel arrangements and is more than walking distance from where they live.
V = Educational visit or trip
P = Participating in a supervised sporting activity, with supervision being physically provided by an appropriately trained and knowledgeable person
D = Dual registered – at another educational establishment
W = Attending work experience
Y1 = Absent due to their regular transport not being available
Y2 = Absent due to travel disruption
Y3 = Absent due to part of the school premises being closed
Y4 = Absent due to the school site being closed

Y5 = Absent due to being in criminal justice detention
Y6 = Absent due to public health guidance or law, despite the pupil being well enough to attend
Y7 = Absent due to any other unavoidable cause, the nature of which must be documented by the school.
Z = Pupil not on admission register

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.