Kings Heath Primary School Attendance & Punctuality Policy

RESPONSIBILITY: Headteacher

Governor: Danny Beusch

Last approved review:	19 October 2026
Next review due by:	October 2027
Headteacher review:	13 October 2026
FGB ratification:	19 October 2026

Our Vision

"Nurturing ambition, achievement, respect and happiness"

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to become

- Confident: Academically, as a learner and in their identity
- Curious: of the world and people around them, and able to think critically
- Caring: of the world, people in it and of themselves

We believe in education and learning that is stimulating, liberating, and enriching and that helps develop minds that are alive to the diversity of human thought and achievement and to the richness of the natural world.

We aim to realise our vision in part through the fair and consistent operation of this policy.

Kings Heath Primary School is committed to the principles of the UNICEF Rights Respecting Schools Award (RRSA). We recognise that every child has the right to education (Article 28) and the right to develop to their full potential (Article 29). Promoting good attendance is therefore a key part of ensuring that children can access their rights fully.

Through our Rights Respecting approach, we promote a culture of belonging, safety and inclusion where children feel valued, listened to and supported to attend school regularly. We recognise that poor attendance can sometimes indicate that a child's rights are not being fully realised, and we will work with families and external agencies where needed to remove barriers to attendance and participation in education.

Attendance expectations are balanced with our commitment to acting in the best interests of the child (Article 3). Where attendance difficulties arise, the school will seek to understand and address underlying needs through a supportive, child-centred and graduated response.

Legislation and guidance

This policy has regard to Working together to improve school attendance (statutory from 19 August 2024, current July 2026 edition), Keeping children safe in education 2026 and Children missing education statutory guidance. The principal legal framework includes:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) Regulations 2007, as amended in 2024
- The Equality Act 2010
- The Children and Families Act 2014
- The Children Act 1989
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.
The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark 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.

Every entry in the admission and attendance registers will be preserved for six years from the date of entry. Registers will be kept electronically, with amendments recording the original entry, amended entry, reason, date and person making the amendment. Electronic registers will be backed up at least monthly.

Introduction

The Governors and staff at Kings Heath School are united in their belief that regular school attendance is the key to enabling children to maximise the educational opportunities available to them. Helping them to become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Kings Heath Primary School values all children. As set out in this policy we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right service at the right time to try to resolve any difficulties.

The Attendance Leader (Mark Court - Headteacher) and Attendance Officer (Kath O'Shea) will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success! Attendance concerns will be raised with parents if reasons are not known by the school, e.g. a long period of illness, this information may be shared with the Local Authority following concerns. Where we have concerns, or lack of engagement from families to improve attendance, we will follow the schools escalated approach to improving attendance. The schools escalated approach is child-centred and prioritises support and developing strong working relationships with families. We will use the early help process to provide support prior to escalation and consider how we can work with families to enable your child to access their right to education.

Our aim is to always to work in partnership with parents and any referral for consideration of a penalty notice is deemed to be a last resort at Kings Heath. Attendance figures for each child will be reported to parents as part of the annual report, we will also share a child's attendance profile if we have concerns regarding a child's attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for children groups, this will be closely monitored for support and reported to the Governing Body.

Where attendance support is unsuccessful, not engaged with, or inappropriate, the school will work with Birmingham City Council to consider proportionate legal intervention. This may include attendance contracts, education supervision orders, penalty notices or prosecution. Individual circumstances, authorised absence, support offered and reasonable adjustments will be considered; legal action is not automatic.

To support good attendance, and safeguarding, at Kings Heath we:

- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is complete by every class teacher each day. This further supports our approach to safeguarding within the school.

- We follow up unexplained and unexpected absence on the first day, including absence from expected before- and after-school provision. The office checks the register and known arrangements, contacts parents and, where necessary, other emergency contacts. If a child's whereabouts or safety cannot be established, the DSL or deputy assesses risk promptly and arranges appropriate action, including a home visit or referral to children's social care or police. Immediate danger requires emergency action. Staff must not wait for attendance thresholds before acting on safeguarding concerns.
- Consider any requests for leave in term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the local authority within five days when a pupil is added to the admission register outside a normal transition point; provide normal-transition returns where requested by the local authority.
- Notify the local authority of deletion from the admission register outside normal transition points, including elective home education, no later than the time of deletion, and provide normal-transition returns where requested. Deletion will take place only when a ground under regulation 9 of the 2024 Regulations is met. Where relevant, joint reasonable enquiries with the local authority must be completed before deletion. The school will not encourage removal from roll to improve attendance figures.
- Changes to the school roll and notification process example
- The Attendance Officer records the reason for a proposed admission or deletion and checks the applicable legal requirements with the headteacher, involving the DSL where safeguarding concerns exist. For additions outside normal transition points, the new-pupil return is submitted to the local authority within five days of admission. For deletions outside normal transition points, the deletion return is submitted no later than the time of deletion. Normal-transition returns are made where requested by the local authority. The school records the submission date, information supplied and any acknowledgement, follows up unsuccessful submissions, and keeps evidence with the pupil's records. Required information includes pupil identity and address, parent details and, where applicable, the destination school or new address and relevant dates.
- Example: a family reports a mid-year move to another school. The office obtains the destination school and intended start date, verifies the admission arrangements and checks that the relevant regulation 9 deletion ground is met. The school informs any social worker where applicable, submits the local authority deletion return by the time the pupil is removed from roll, and transfers records securely. The DSL ensures the child protection file is transferred separately, securely and within five days for an in-year transfer, with receipt confirmed. The receiving school makes its new-pupil return within five days of admission. If the family stops attending and the destination is unknown, the pupil is not simply removed from roll: the school follows up absence, assesses safeguarding risk and undertakes the joint enquiries required for the applicable deletion ground with the local authority. It does not wait for those enquiries to finish before making an urgent safeguarding referral. Elective home education and other deletion grounds are checked against their own legal conditions; parental notification alone does not authorise deletion in every case.
- Work closely with the School Attendance Support Team.
- Make attendance returns to the local authority for pupils of compulsory school age who fail to attend regularly or have ten continuous school days of unauthorised absence, at the frequency agreed locally. Make a sickness return when a pupil is absent using code I and has missed, or is reasonably expected to miss, at least 15 school days through illness in the

school year, consecutively or cumulatively. Provide attendance data to the DfE as required.

A whole school approach to supporting attendance at Kings Heath

Securing good attendance at Kings Heath cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the Curriculum Leaders, Behaviour Leader, SENDCo and Pupil Premium Leader to facilitate a whole school approach.
Attendance is treated as a primary safeguarding indicator. Sudden attendance change, patterns of absence or unexplained absence are reviewed through safeguarding processes and may trigger early help or safeguarding referral where thresholds are met.

The Strategic Approach

Kings Heath Primary School adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

Aims of the 5 Foundations strategy

- Increase school Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the school, with the appropriate level of resources allocated.
- **Enable the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the current Working together to improve school attendance statutory guidance.**

Objectives

- create an ethos within the school in which good attendance is recognised as the norm and every child aims for excellent attendance.
- make attendance and punctuality a priority.
- set focused targets to improve individual attendance and whole school attendance levels.
- embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.
- record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- develop a systematic approach to gathering and analysing relevant attendance data.

- provide support, advice and guidance to; parents, children and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.
- Demonstrate, using rewards, that the school recognises good attendance and punctuality are achievements in themselves.



5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.



Foundation 2
Supportive Policies, Systems and Processes

The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.



Foundation 3
Professional Learning Staff Development

The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.



Foundation 4
Implement Targeted Programmes And Intervention

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.



Foundation 5
Connect Appropriately With Approaches To Behaviour Management



Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

DfE statutory attendance guidance

Working together to improve school attendance became statutory on 19 August 2024. This policy follows its current July 2026 edition. The school's 5 Foundations framework supports implementation of the statutory guidance; it does not replace it.

The framework below explains how the 5 Foundations of Effective Attendance Practice supports the statutory attendance guidance.

DFE Summary of Expectations	Foundation 1 Whole School Thinking Culture & Climate	Foundation 2 Supportive Policies, Systems and Processes	Foundation 3 Professional Learning Staff Development	Foundation 4 Implement Targeted Programmes And Intervention	Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	

Kings Heath Primary School will always work in partnership with our parents

Poor attendance may indicate difficulties at home or school, including bullying, domestic abuse, neglect or exploitation. Parents are encouraged to share relevant changes or concerns. Staff report safeguarding concerns immediately to the DSL or a deputy in accordance with the Child Protection Policy and KCSIE 2026. Attendance support must not delay safeguarding action. Repeated or prolonged absence will be considered alongside the child's wider circumstances.

The Designated Safeguarding Lead is Paul Clabon. The Deputy Designated Safeguarding Leads are Mark Court, Lisa Brown, Julie Scott, Hayley Austin and Becky O'Driscoll. A DSL or deputy is available during school hours in term time.

Some children are more likely to require additional support to attain good attendance, for example, children who are vulnerable, have a medical need or EHCP plan will be monitored and supported in school. At Kings Heath we will proactively identify and follow up on a child's non-attendance and gather information about

the child. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

The school recognises strong links between attendance and mental health and will work with families, NHS services and external partners where mental health impacts attendance.

The school will work with pupils, parents and the SENCo to identify barriers and agree support, including reasonable adjustments for disabled pupils under the Equality Act 2010. Support does not depend on an EHCP or diagnosis. Attendance incentives will recognise improvement and individual circumstances without disadvantaging children because of disability or unavoidable illness. Where a pupil has a social worker, unexplained absence or absence that raises concern will be shared promptly; the Virtual School will be involved where appropriate for looked-after children.

The Attendance Officer will initially:

- Check records, including any from other schools which the child has attended previously.
- Discuss with staff how the child is coping with the curriculum
- Speak to the Special Educational Needs Coordinator to establish whether the child is on the Special Educational needs register.
- Take into account the voice of the child and understand any difficulties, e.g. curriculum or bullying and their views on the issue could be addressed.

Persistent absence means missing 10% or more of possible sessions (attendance of 90% or less). Severe absence means missing 50% or more of possible sessions (attendance of 50% or less). Both authorised and unauthorised absence count. The school intervenes early, including where attendance falls below 95%, and works with families and relevant partners to address barriers. These thresholds do not establish parental wrongdoing or automatically trigger enforcement.

Attendance Support Map

We will always support children during each stage of our Attendance Support Map. If there is lack of engagement, or concerns regarding the reason for absence, we will follow the Attendance Map to ensure we prioritise a child's learning and right to education.

Attendance support follows an individual graduated approach: identify concerns early; listen to the pupil and family; agree support and reasonable adjustments; review their impact; coordinate additional help with relevant services; and consider proportionate legal intervention where appropriate. Safeguarding action takes place immediately whenever risk requires it. Days missed are used to support discussion, not as automatic thresholds for legal action.

First Day Contact

Parents should contact the school before 9:00am on each day of absence by telephoning the school office on 0121 464 9202, unless an alternative reporting arrangement has been agreed. Where absence is unexplained or unexpected, the office follows the first-day safeguarding procedure in this policy. Contact attempts, explanations, risk assessments and actions are recorded. Home visits are considered according to risk; the DSL or deputy decides whether children's social care or police involvement is required. The school

keeps more than one emergency contact where reasonably possible. Known absence will still be reviewed where its pattern or circumstances raise concern.

Action before five days: every unexplained or unexpected absence triggers checks and parent contact that morning. If contact is unsuccessful, staff try other emergency contacts and check known arrangements. Where whereabouts or safety remain uncertain, concerns are referred promptly to the DSL or deputy for a risk assessment and a decision on further action. Known vulnerability, an unexplained failure to arrive when walking independently, an unusual disappearance, inconsistent explanations, or information suggesting harm may require immediate escalation. Depending on the risk, this may include a home visit, contact with the social worker or children's social care, or police involvement. Immediate danger requires emergency action. Staff must not wait for a five-day threshold.

The five-school-day limit relates to resolving the attendance code N, not to starting enquiries or safeguarding action. Code N is amended as soon as the reason is established and within five school days of the session; if the reason remains unknown, code O is used. A parental explanation does not remove the need to consider safeguarding concerns arising from repeated, prolonged or unusual absence.

Parents are responsible for securing full-time education

Parents are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably always remembering the welfare and safety of the child is the paramount concern.

For the purposes of attendance law, "parent" includes all natural parents, whether married or not, anyone with parental responsibility, and anyone who has day-to-day care of the child.

- The school records absence using the statutory code that accurately reflects the circumstances. Parental notification that a child is too ill to attend will normally be accepted. Medical evidence will not be routinely required or made a blanket condition of authorisation. Reasonable evidence may be requested where there is genuine doubt about illness or to understand prolonged or recurring health needs and plan support. The school will be flexible about the form of evidence and consider difficulties obtaining it. Mental and physical ill health are treated with equal seriousness.
- Parents should arrange medical and dental appointments outside school hours wherever possible. Where this is not possible, the child should attend for as much of the day as practicable. Parents should notify the school in advance and provide appointment confirmation where reasonably available. Code M will be used for the sessions the pupil is unable to attend because of the appointment.
- Unexplained absence is initially recorded as code N. The school establishes the reason promptly and amends the code within five school days of the session. If no reason can be established within that time, code O is used. Code N must not remain indefinitely.

Please view the list of responsibilities and expectations regarding parents.

Examples of unsatisfactory explanations include:

- A child's/family member's birthday.
- Shopping.
- Having their hair cut.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Leave during term time taken without authorisation of the school
- Head lice – let the school know and letters will then be sent to all parents in a confidential manner.

Punctuality

Doors open at 8:50am for the start of the school day. The morning register is taken at 9:00am and closes 30 minutes later, at 9:30am. The afternoon register is taken at 1:15pm and closes 30 minutes later, at 1:45pm. A pupil arriving after the register is taken but before it closes is marked L. A pupil arriving after registration closes is marked U unless a different statutory absence code accurately applies. Late arrivals must report to reception and sign in so their presence is known for safeguarding purposes.

A pupil arriving late but before the register closes is recorded using code L, which counts as attendance. A pupil arriving after the register closes is recorded using code U, which counts as unauthorised absence, unless

another statutory absence code accurately reflects the circumstances, such as code M for a medical appointment.

Transition following long term absence or illness

Absence can significantly interrupt the continuity of children's learning.

During any long-term absence, Kings Heath Primary School will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring your child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- The Class Teacher and Teaching Assistant will support a child when returning to class and help them with any work they may have missed.

Temporary part-time timetables are used only in very exceptional circumstances in the pupil's best interests, with the agreement of the school and the parent the child normally lives with. They must not be used to manage behaviour. A written plan will record agreed sessions, support, safeguarding arrangements, regular reviews and an intended end date for return to full-time education. The social worker is kept informed and involved where applicable; the local authority is consulted where the pupil has an EHCP and notified in accordance with local arrangements. Agreed absence for compulsory-school-age pupils is recorded using C2. The school works with the local authority where health needs require suitable alternative education under section 19 of the Education Act 1996.

Reduced timetable safeguards and process example

Before any reduced timetable begins, the headteacher, SENCo and DSL or deputy consider why it is necessary, the pupil's views, alternatives and reasonable adjustments. The school agrees a written, time-limited plan with the parent the child normally lives with. It records attendance sessions, support, supervision and whereabouts during time away from school, safe collection arrangements, contact arrangements, a safeguarding risk assessment, review dates and a proposed return to full-time education. The pupil remains on roll. The school informs and involves any social worker, discusses arrangements with the local authority where there is an EHCP, and follows current local authority reduced-timetable notification arrangements. A timetable must not be imposed to manage behaviour or because suitable staffing is unavailable.

Birmingham notification procedure: the SENCo prepares the agreed plan and risk assessment, and the headteacher approves the arrangement. The Attendance Officer submits Birmingham City Council's online "Part-time timetable provision for schools" notification at https://www.birmingham.gov.uk/xfp/form/1077 when the arrangement starts. This is a notification, not a referral for support. The school obtains and records the parental consent required by the current local process. The Attendance Officer saves the submitted information, submission date and any reference or acknowledgement securely with the pupil's attendance records; the DSL retains relevant safeguarding information on CPOMS. The Attendance Officer submits the council's update form when the timetable ends or continues beyond the original dates, using the current link

on the council's part-time timetable guidance page. If submission fails or the route changes, the officer contacts attendance@birmingham.gov.uk promptly and records the follow-up. Notification does not remove the school's safeguarding or education responsibilities.

Example: a pupil recovering from a health condition initially attends mornings. Before the arrangement starts, the school and parent agree who collects and supervises the pupil each afternoon, how support continues, and the plan for increasing attendance. The morning register records actual attendance; agreed afternoon absence is recorded as C2 for a pupil of compulsory school age. If the pupil unexpectedly misses an agreed morning, normal first-day follow-up applies. A review with the pupil and parent takes place after one week in this example, considering wellbeing, safeguarding, learning and whether hours can increase. Any extension is explicitly agreed and recorded with a further review and revised proposed end date. The school seeks local authority involvement where suitable education cannot be secured because of health needs. This is an illustrative process, not a fixed timetable for every pupil.

Leave during Term Time

Leave of absence is considered under regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. Relevant categories include medical appointments, qualifying interviews and agreed temporary part-time education, alongside other exceptional circumstances where the legal conditions are met. For exceptional leave, the headteacher considers the individual circumstances and determines the duration. A holiday is generally not an exceptional circumstance. Absence on a day exclusively set apart for religious observance by the religious body to which a parent belongs is recorded separately using code R.

The taking of holiday in term time on its own is not authorised. Definitions of 'holiday' include time spent in another location, day trips on school days with family / friends and time off to spend with visiting relatives.

The parent with whom the child normally lives should apply in advance using the school's leave request form, normally at least two weeks before the proposed absence. The form is available from the school office. Each request is assessed individually. If leave is refused and the pupil is absent for a holiday, code G is used.

Where an emergency prevents advance contact, parents should notify the school as soon as possible. Leave of absence cannot be granted retrospectively. The school will establish what happened and use the statutory absence code that accurately reflects the circumstances, including an unavoidable-cause code where its conditions are met.

Absence without an advance leave application will be investigated and coded according to the statutory circumstances. Retrospective leave will not be granted.

Each exceptional-leave request is considered on its individual merits under the 2024 Regulations. The school will not use blanket rules that automatically grant leave. Other statutory absence categories will be recorded using their applicable codes.

Using attendance data

Children's attendance will be monitored and shared with other agencies and the DfE.

Fortnightly attendance meetings will be held between the Attendance Leader and the Attendance Team. Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

Persistent Absence

The school monitors persistent absence as missing 10% or more of possible sessions and severe absence as missing 50% or more. Attendance is reviewed throughout the year, with early support for emerging concerns, including attendance below 95%.

Across a full 190-day school year, missing 19 days (38 sessions) equates to 10% absence. This is an illustration only: persistent absence is calculated using the sessions available to each pupil during the period being measured, so a pupil may become persistently absent much earlier in the year.

Families will receive attendance information showing both days missed and the proportion of possible sessions missed. The school will agree support and review progress without waiting for 19 days of absence.

The Attendance Officer will run a weekly Arbor report showing each pupil's possible sessions and sessions missed from the start of the academic year, or from their admission date if later. Absence percentage is calculated as sessions missed divided by possible sessions, multiplied by 100. Both authorised and unauthorised absence count. Sessions not counted as possible attendance are excluded in accordance with the statutory codes. Pupils missing 10% or more are identified as persistently absent immediately; the school does not wait until 19 days have been missed.

For example, after 20 full school days a pupil normally has 40 possible sessions. Missing four sessions (two days) equals 10% absence. Early-year percentages can fluctuate and will be considered alongside the reasons for absence, previous attendance and safeguarding information. Staff will also review recent-period attendance to identify deterioration that may be hidden by the year-to-date figure.

Attendance below 95%, repeated lateness, frequent short absences, repeated absence on particular days, or a sudden change in attendance triggers an early review and contact with the family. Staff listen to the pupil and parents, identify barriers, agree support and reasonable adjustments where needed, record actions and set a review date. Missing 10% or more triggers a review of the attendance support plan and consideration of relevant partner involvement; authorised illness does not automatically trigger enforcement.

Persistent or severe absence prompts an individual review of barriers, support and safeguarding risk. It does not automatically result in legal proceedings. Legal intervention relates to the applicable attendance law and unauthorised absence, with individual circumstances considered alongside Birmingham City Council's procedures.

Collection of children at the end of the school day

The school has a responsibility to safeguard the welfare of its children at all times. The following will be adhered to as a general rule but the school always reserves the right to deny access to a child if the staff member has concerns about the fitness of the collecting person to ensure the safety of the child. In no circumstances will children who are classed as vulnerable be allowed to leave the school premises unaccompanied.

Changes to normal arrangements.

The vast majority of our children are collected by parents. Parents are asked to complete a form at the start of their child's schooling stating the names and contact details of other adults they wish to authorise to collect their child and on which days. School will issue annual reminders to parents about the need to keep this list up to date; however, it is the responsibility of the parent to make sure it is so. If the adult who normally collects the child is unable to do so, then a message needs to be given to the school stating the change in arrangements. Teaching staff are instructed by the Head Teacher not to release children to a different adult, **even if the adult is known to the school**, unless express instructions have been received by the parents of the child concerned.

Requests for children to walk home alone.

Primary age children walking home alone at the end of the day is discouraged. However, the school recognises that parents of older children may wish them to do this as part of preparation for secondary education or as part of developing increased independence.

Children in year 6 will be allowed to leave the school grounds unaccompanied provided that the appropriate form is completed and handed in to the school (available on request from the school office). Parents will be reminded of this in the last half term of Year 5, giving plenty of time for the form to be completed and returned to school for the start of year 6. Applications for year 6 children in year must give at least two weeks' notice, in order to allow the Head Teacher to consider the request. The completed form will be kept on file in the school office and a list given to class teachers. If such a request is made for children in year 5 the Head Teacher may request a meeting with the parent. Minutes of any such meeting will be kept with the child's records in school. The school will not release children in year 4 or below unless an agreed adult has arrived to collect them, even if the parent has requested this.

Children who are walking home alone should not stay in the playground after school but should make their way immediately to their destination.

Requests to walk home unaccompanied at the end of after school clubs will not be granted.

It is not school policy to allow children in any year group to leave the premises unaccompanied at lunchtimes. Requests made in exceptional circumstances and for limited periods of time will be considered by the Head Teacher on an individual basis.

Collection by older siblings

The school discourages any collection by children younger than 16. However, again it is recognised that this may be used by parents as part of developing independence skills.

The school will not allow collection of children by any person under the age of 16 unless there are extenuating circumstances. The school reserves the right to refuse any request if there are concerns about the safety / robustness of the arrangements.

Requests for siblings in year 6 and year 5 to leave the premises unaccompanied will be handled in the same way as a request for children in year 5. The school will not give permission for Year 6 children to escort children in year 4 or below home.

Children walking to school unaccompanied.

The school discourages children from walking to school unaccompanied. However, it is recognised that parents may wish to allow this as a part of encouraging independence and preparation for Secondary Education.

The school's responsibility for the supervision of children in the playground begins at 8.50am. Children in year 6 will be allowed to be in the playground unaccompanied by their parents from this time onwards. Children in year 5 and below will not be allowed unaccompanied in the playground before school for any reason. Parents of children who persistently arrive early or who exhibit unacceptable behaviour will be contacted and their children will no longer be allowed in the playground unaccompanied.

In the interests of child safety, we ask that parents also complete a form to indicate to us that their child is making their own way to school. In the event of the child not turning up and no telephone call received from the parent to explain absence, the office will prioritise an absence telephone call.

Children walking to school alone must not arrive on site prior to 8.50am and must enter the classroom immediately.

Supporting Attendance

The school will ensure that all parents know the school policy on attendance. All new parents will receive this information as part of their induction pack.

The school will communicate promptly with parents in relation to all matters concerning attendance as outlined in this policy.

The school will promote good attendance and punctuality among the pupils through its reward systems, the curriculum and special attendance weeks. In particular, the school will notice and reward cases of improved attendance and punctuality among individual pupils.

Statutory Duty

Section 7 of the Education Act 1996 requires parents to secure efficient full-time education suitable to their child's age, ability, aptitude and any special educational needs, either through regular school attendance or otherwise.

A child reaches compulsory school age on the prescribed day (31 December, 31 March or 31 August) following their fifth birthday, or on that day if the birthday falls on it. Statutory attendance enforcement applies to children of compulsory school age.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. Kings Heath Primary School recognises Birmingham City Council's 'FastTrack on Attendance' and will work with the local authority where legal intervention is appropriate and proportionate.

In accordance with the regulations regarding pupils' attendance at school, Kings Heath Primary School keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent. The marks are electronically processed and stored on the school's central administrative system. This information is shared with the Department for Education.

Legal Sanctions

The school works with pupils and families to understand barriers and provide appropriate attendance support. Where support has not secured improvement, is not engaged with, or is inappropriate, the school and local authority may consider proportionate legal intervention according to the individual circumstances, the national framework and Birmingham City Council's current code of conduct. Legal intervention is not automatic.

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- Penalty notices may be considered for unauthorised term-time holidays and other unauthorised absence under the national framework and Birmingham City Council's current code of conduct.
- The national threshold for considering a penalty notice is ten sessions of unauthorised absence within ten rolling school weeks. Sessions may be consecutive or non-consecutive, combine different unauthorised codes and span terms or school years. Reaching the threshold requires consideration of the circumstances; it does not automatically require a notice.

For the same parent and child: a first penalty notice is £80 if paid within 21 days, rising to £160 if paid within 28 days; a second within a rolling three-year period is £160 payable within 28 days. No more than two notices

may be issued within that period; further offences require consideration of another intervention. Where support is appropriate, a notice to improve may provide a final opportunity to engage, normally over three to six weeks. A prior notice to improve is not required in every case, including where support is inappropriate for a term-time holiday.

Prosecution

Where support has not secured improvement, is not engaged with, or is inappropriate, the school will liaise with the local authority about proportionate intervention. Where required, the school supplies accurate records of attendance, support and adjustments and provides evidence under section 444(1) or 444(1A) of the Education Act 1996.

Section 444(1) of the Education Act 1996 concerns failure to secure regular attendance of a registered pupil of compulsory school age. Section 444(1A) concerns a parent who knowingly fails, without reasonable justification, to cause the child to attend regularly. Prosecution decisions are made through the appropriate legal process, usually led by the local authority.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

Attendance contracts

- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

Refer to chapter 6 of the current Working together to improve school attendance statutory guidance and Birmingham City Council's current penalty-notice code of conduct.

Children missing education and pupils absent from education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school. This is distinct from pupils on roll who are absent from education, whose absence may nevertheless present serious safeguarding concerns.

Unexplained absence means a registered pupil has not attended and the reason is not yet known. A pupil on roll whose whereabouts are unknown remains an absent registered pupil while enquiries proceed; they are not automatically classified as a child missing education. The school may seek help from the local authority's education or CME service to trace the pupil and establish their education arrangements. This does not replace safeguarding referrals or permit automatic deletion from the admission register. A referral through local CME arrangements and the statutory definition of CME must be distinguished.

Where a pupil does not take up an expected place, leaves with an unknown destination, or their whereabouts cannot be established, the school will make prompt enquiries and liaise with the local authority and DSL or deputy. It will follow local referral arrangements without delaying urgent safeguarding action.

The school will cooperate with the local authority's education and inclusion services to establish whereabouts and suitable education. Removal from roll will comply with regulation 9 and required local authority returns; unexplained absence alone does not justify deletion.

Celebrating Success

At Kings Heath we feel it is important to reward children who have achieved good or improved attendance. This is done in a variety of ways . The commonest reward is praise, informal and formal, public and private, to individuals and groups. We notify parents of our whole school attendance percentage in our newsletter and advise you when we have school attendance campaign weeks. The weekly 96% Attendance challenge allows classes to celebrate their collective attendance successes.

Kings Heath Primary School will always challenge falling attendance and reward improvements. We are committed to the future of all children that attend Kings Heath Primary School, and by working in partnership with the school community we believe that together we can achieve more!

We can only achieve this by working in partnership with you, if you have any concerns or anything that prevents your child from attending Kings Heath Primary School or if you would like to become involved in our school please contact Mr Mark Court Headteacher and Attendance Leader.

Other Policies supporting attendance.

Behaviour Policy

Teaching and Learning Policy.

SEND Offer

Pupil Premium Statement.

Safeguarding offer

Roles and Responsibilities

Kings Heath expectations – Parents:

i Parents are legally responsible for ensuring their children attend the school regularly and may risk prosecution if they fail in this responsibility.

ii Parents should ensure that their children arrive at school on time.

iii Parents should support the school by avoiding, if possible, non-emergency medical/dental appointments for their child during school time.

iv Parents should be aware that they do not have the automatic right to take their child out of the school for a holiday during term time.

v It is the parents' responsibility to inform the school of the reason for a child's absence on the first day of absence and in line with the school's procedures for informing of absence.

vi All unexplained absences will be monitored and parents will be kept informed about any attendance concerns relating to their own child. Parents are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns.

Kings Heath expectations – Children:

i. All children should aim to have an excellent attendance and punctuality record for which there will be appropriate rewards.
ii. All children are expected to be on the school site on time and ready to learn. Children are expected to be punctual to all lessons and registration.
iii. Children who arrive at school late must follow the correct procedures for recording their lateness and entering their lesson.
iv. Children who need to leave school for a medical appointment must follow the correct procedures for recording that they have permission to leave and have left the building.
v. Children must not leave the school without permission, 'truant'; this will be seen by the school as a Safeguarding concern as well as a Health and Safety concern.

Kings Heath expectations - Class Teacher

The Class Teachers are the key staff members in promoting regular punctual attendance. The Class Teacher will:

i. provide a good example by always being punctual to registration and meeting children at the door – providing a welcoming environment;
ii. keep an accurate and up-to-date register of attendance;
iii. follow the Attendance Policy procedures when dealing with absences and punctuality;
iv. maintain swift action and effective communication with year leaders, phase leaders, Assistant Head Teachers and/or School Attendance Leaders on all attendance matters concerning the tutor or class group;
v. ensure that children and young people are aware of the importance of the school attendance target and their own individual attendance targets - where appropriate assist them in monitoring their own attendance rates;
vi. ensure children receive rewards in relation to attendance and punctuality success – aligned to the Attendance Policy:
vii. build a welcoming atmosphere in the classroom and provide support as necessary when children return after an absence.

Kings Heath expectations - Pastoral team.

The Pastoral team take responsibility for monitoring the attendance of children and regularly promote the importance of attendance and punctuality. They will:

i. ensure that their team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
ii. ensure that rewards and sanctions for attendance and punctuality follow agreed procedures and align to the school Behaviour and Attendance Policy;
iii. monitor and track the attendance of vulnerable groups;
iv. monitor the attendance of individual tutor groups and class groups, following up with irregular patterns of absenteeism that are not being effectively addressed;
v. liaise effectively with the Attendance Leader and work together on ensuring that appropriate action is taken in the management of absenteeism and poor punctuality;
vi. have attendance as a regular item during pastoral meetings;
vii. ensure contact is made with parents of poor attendees – always placing support before sanction.

Kings Heath expectations - Attendance Officer

The Attendance Officer is responsible for regularly checking attendance data and ensuring data is accurate and up to date. The Attendance Officer will:

i. ensure that data is input daily into the attendance management system;
ii. ensure that parents of absent children are contacted where notification of absence has not been received;
iii. respond to any parent seeking support on attendance concerns;
iv. provide regular attendance and punctuality data for relevant staff and external agencies in line with the agreed procedures and timescales;
v. be responsible for disseminating important attendance information including informing the Attendance Leader of which children are of concern; in-line with the agreed procedures and timescales;
vi. be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parents;
vii. be responsible for liaising closely with the Local Authority's Attendance Team to ensure appropriate levels of intervention take place; referrals are made, and attendance meetings are set up;
viii. be responsible for managing and maintaining attendance records and systems.

Kings Heath expectations – Attendance Leader

The Senior Leader responsible for Attendance will promote good attendance and punctuality. They will:

i. regularly meet with their link governor reporting on progress and next steps planning;
ii. implement the 5 Foundations of Effective Attendance Practice framework;
iii. ensure the Foundations action plan is monitored and actioned throughout the school year;
iv. provide training and support to staff;
v. participate in pre-legal meetings;
vi. use attendance data to make links with attendance and academic performance;
vii. ensure that reference to attendance is included in all school documentation e.g. school newsletters, letters to parents, school prospectus, information for booklets;

Relevant legislation

The Education Act 1996

The Children Act 1989

The Crime and Disorder Act 1998

The Anti-social Behaviour Act 2003

The Education and Inspections Act 2006

The Sentencing Act 2020; The School Attendance (Pupil Registration) (England) Regulations 2024; The Equality Act 2010; The Children and Families Act 2014

The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007

The Education (Penalty Notices) (England) Regulations 2007, as amended in 2024

Relevant government guidance

Parental responsibility measures for attendance and behaviour

Children missing education

Keeping children safe in education 2026

Working together to safeguard children

Elective home education

Alternative provision: statutory guidance for local authorities

Exclusion from maintained schools, academies and pupil referral units in England

Supporting pupils at school with medical conditions

Ensuring a good education for children who cannot attend school because of health needs

Promoting and supporting mental health and wellbeing in schools and colleges

Approaches to preventing and tackling bullying

Monitoring and Review.

This policy will be reviewed on an annual basis or in line with new legislation affecting attendance in primary schools.

Review History	Reviewed by	Notes (significant changes / additions)
10.2.25	FGB	Updated reference to DfE 2024 Working Together to Improve Attendance paper
		Updated attendance codes applicable from Sept 2024
31.3.25	FGB	Updated Named Governor to Liz Holmes
2.2.26	FGB	Updated statements align with latest Ofsted expectations. Added RRSA statement

13.10.26	Headteacher review draft — FGB ratification pending	Updated for KCSIE 2026, 2024 attendance regulations and July 2026 statutory guidance: legal references; six-year retention; absence coding; persistent/severe absence definitions; support before enforcement; penalty-notice framework; medical evidence; safeguarding follow-up; CME and lawful roll deletion; sickness returns; SEND adjustments and temporary part-time timetables. Current attendance governor confirmed as Danny Beusch. Morning register 9:00am–9:30am; afternoon register 1:15pm–1:45pm; doors open at 8:50am. Changes shown in green. Further clarified weekly Arbor monitoring against possible sessions to date; early action below 95% and for concerning patterns; immediate risk-based follow-up before five days; code N timescales; and the distinction between unexplained absence on roll and children missing education. Final corrections: L/U coding, religious observance, parent definition and proportionate legal intervention; confirmed DSL and deputy team; added reduced-timetable safeguards and roll-change notification process examples. Completed final wording clarification for late arrivals, inserted absence telephone number, specified Birmingham reduced-timetable notification and update process with named responsibilities and evidence retention, and distinguished headteacher review date from pending FGB approval.

Appendix 1: attendance codes

Appendix 1 provides a summary of statutory attendance codes. Staff must apply the full conditions in chapter 8 of the current DfE guidance; uncommon codes remain included for completeness.

Code	Meaning
/	Present morning
\	Present afternoon
L	Late before register closes
K	Education arranged by the local authority
V	Educational visit or trip
P	Approved sporting activity
W	Work experience
B	Other approved educational activity
D	Dual registered and attending another school
C1	Regulated performance or employment abroad
M	Medical or dental appointment
J1	Interview for employment or another educational institution
S	Study leave
X	Non-compulsory-school-age pupil not required to attend
C2	Agreed temporary part-time timetable
C	Other exceptional-circumstances leave
T	Parent travelling for occupational purposes where statutory conditions apply
R	Religious observance
I	Illness
E	Suspended or permanently excluded without alternative provision

Code	Meaning
Q	Unable to attend because access arrangements are lacking
Y1	Normally provided transport unavailable
Y2	Widespread travel disruption
Y3	Part of school premises closed
Y4	Whole school unexpectedly closed
Y5	Criminal justice detention
Y6	Public health guidance or law prevents attendance
Y7	Other unavoidable cause; record the nature of the cause
G	Holiday not granted
N	Reason not yet established; resolve within five school days
O	Other or unknown unauthorised absence
U	Arrived after register closed
Z	Prospective pupil not on admission register
#	Planned whole-school closure