



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

PUPIL ATTENDANCE AND PUNCTUALITY POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Updated	Summer 2026
Next Review Due	Summer 2027

Linked policies and procedures:

- Safeguarding Policy
- Home School Agreement
- First Day Calling Procedure

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Legislation

- DfE Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities (Updated: 9 June 2026)
- Summary table of responsibilities for school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities (Published: 29 February 2024. Applies from: 19 August 2024)
- The Education Acts 1996 and 2002.
- 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.
- School Attendance (Pupil Registration) (England) Regulations 2024.
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations
2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended
The
- Education (Information about Individual Pupils) (England) Regulations 2013.
- The Children and Young Persons Acts 1933 and 1963.
- The Equality Act 2010.

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Encouraging good attendance

Based on our Christian vision, the staff at St Michael and All Angels strive to make every child feel safe, valued, and welcome in school. Children are at the heart of our school community, and we work hard to build positive relationships with them and their families. We encourage the highest possible levels of attendance and punctuality to support pupils' learning, development, and wellbeing. Seeing children every day helps us to safeguard them and provide a safe, nurturing environment in which they can thrive.

If a child is experiencing difficulties at home or at school, our staff team is here to listen to their concerns and help them and their families access the support they need.

Families can access their child's attendance through the MCAS app. We use the [DfE guidance \(Working Together to Improve School Attendance\)](#) and thresholds for attendance monitoring, setting out what our expectations are and the level of concern their child may be reaching. These Can be found in Appendix 1.

Arrival and registration

The register is taken twice a day. All registers are checked daily by the school office and all absences will be followed up.

In main school children can enter the classroom from 8.45 a.m. when doors open. All children in main school should be ready to register at 8.55 a.m. Afternoon registration is at either 12.45 or 1pm, class dependant.

In pre-school the sessions either begin at 8.45am or 9.15am and the register for each session closes 10 minutes after the start of each session. In the afternoon, the session begins at 12.15pm and the register closes at 12.30pm.

Pre-school and school require all absences are reported at the beginning of the school day by 9.30am.

In main school the gates close for all pupils at 8.55am. If a child arrives after the close of registration, they must report to the school office and will receive the

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appropriate mark. The mark will be an 'L' for late if it is before register closes or a 'U' which is classed as an unauthorised absence if the register has closed. Parents of unaccompanied pupils will be informed that their child has arrived safely and was late via a message on MCAS.

If the school office has not received a reason for absence, they will endeavour to contact home and other emergency contacts to check on the safety of the child in line with Calderdale First Day Calling Procedure.

Understanding types of absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Each half-day is known as a 'session' for attendance-recording purposes. Every half-day absence from school must be classified by the school (not by the parent), as either authorised or unauthorised. This is why information about the cause of any absence is always required.

Authorised absences

Morning or afternoon sessions away from school for a genuine reason such as illness will be authorised. Every effort should be made to arrange medical appointments or dental appointments outside school hours as these still count towards a pupils' absence percentages.

Unauthorised absences

Those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings. These may include (but not limited to):

parents/carers keeping children off school unnecessarily e.g., because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.

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absences which have never been properly explained.

- children who arrive at school after the close of registration are marked using a 'U.' This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session.
- children accompanying siblings or parents to medical appointments.
- their own or family birthdays.
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- day trips.
- other leave of absence in term time which has not been agreed.

Medical appointments

If it is necessary for a child to be out of school for this reason, the child should make every attempt to be present for registration and be returned to school directly after the appointment and the absence reason and time off recorded on Bromcom.

Medical evidence may include appointment cards, copies of prescriptions, hospital letters, screenshots of medical appointments, or other relevant documentation. The school will consider each case individually and will work with families to ensure requests for evidence are reasonable and proportionate.

Illness

The school recognises that parents and carers are usually best placed to determine whether their child is well enough to attend school. Schools can authorise absence for illness. Medical evidence will not normally be requested for short-term, occasional illness absence. However, where attendance is causing concern, falls below 90%, or there is a pattern of recurrent illness absence, the school may request reasonable medical evidence to support the accurate recording of absence and identify any additional support that may be required.

The latest Health Protection Agency 'Guidance on Infection control in schools and other childcare settings' are be followed for recommended isolation periods.

Leave from Learning

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There is a 'Leave from Learning' form on the school website which must be completed in advance when a pupil requires authorised absence e.g. an absence other than medical, religious observance or illness.

Examples could include:

- Taking part in a regulated performance.
- Attending an interview: for entry into another educational institution.

Exceptional circumstances. Schools are expected to consider each leave from learning individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

Previous attendance may be considered when determining whether exceptional circumstances justify leave; however, each request will be considered individually.

Leave from learning requests must be completed prior to the leave taking place for the leave to be authorised.

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. It is important that families are engaging with outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, an Early Help Worker, or the relevant Local Authority team(s).

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, or other vulnerabilities. High expectations of attendance remain in place for these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

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Supporting Pupils with Additional Needs

The school recognises that some pupils face additional barriers to attendance due to special educational needs and disabilities (SEND), medical conditions, mental health needs, caring responsibilities as a young carer, or other vulnerabilities. We are committed to working collaboratively with pupils, parents/carers and external agencies to understand and address these barriers.

Attendance procedures will be applied fairly and consistently; however, the school will consider individual circumstances and make reasonable adjustments where appropriate in line with the Equality Act 2010. Support plans, attendance plans, phased returns and other targeted interventions may be used to help pupils access education regularly and successfully.

The school will seek to identify attendance concerns at an early stage and work proactively with families to remove barriers and promote positive attendance outcomes. Particular consideration will be given to pupils who are vulnerable or at greater risk of poor attendance, including those with SEND, medical needs, mental health difficulties, young carers, looked-after and previously looked-after children, pupils with a social worker, and those experiencing other difficulties that may affect their ability to attend school regularly.

Where attendance concerns arise, the school will work in partnership with families and relevant agencies to identify appropriate support and interventions to improve attendance and ensure pupils can fully access their education.

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 fulltime education and a part-time timetable is considered as part of a re-integration package.

Mental Health and Emotional Wellbeing Barriers to Attendance

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The school recognises that, for some pupils, attendance difficulties may be linked to mental health, emotional wellbeing, anxiety, emotionally based school avoidance, or other underlying needs. We are committed to identifying concerns at the earliest opportunity and working collaboratively with pupils, parents/carers and relevant professionals to understand and address barriers to attendance.

Where mental health or emotional wellbeing is reported as impacting attendance, the school will seek to work in partnership with families to identify appropriate support and interventions. This may include referrals to the Mental Health Support Team (MHST), school nursing services, CAMHS, Early Help, the Education Welfare Service, GP services, or other relevant external agencies.

Parents/carers are expected to engage with the support offered and work collaboratively with the school and external professionals to address identified barriers. Where mental health is cited as the reason for ongoing absence, the school may request evidence of professional involvement, advice received, or steps being taken to secure appropriate support. This information helps the school to understand a pupil's needs, facilitate suitable adjustments, and ensure that the most appropriate support is in place.

The school will consider reasonable adjustments and supportive strategies where appropriate. These may include attendance support plans, pastoral support, phased reintegration programmes, adjustments to the school day, or referrals to specialist services. Any support offered will be reviewed regularly to monitor progress and promote a successful return to full-time education.

Whilst the school recognises the genuine impact that mental health difficulties can have on attendance, prolonged absence can often increase a pupil's difficulties and affect their educational progress, wellbeing and social development. Therefore, the school will work proactively with families and professionals to support pupils in maintaining or re-establishing regular attendance wherever possible.

Sickness return

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss fifteen or more school days (consecutive or cumulative) due to medical reasons/illness.

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Monitoring and sharing attendance data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education daily Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024.

All staff have a duty of care and should be vigilant in noting any patterns of lateness or absence even when explanations for absence/lateness are received. If in doubt, they should discuss absences with a member of the attendance team.

The Attendance Team, comprising the Headteacher, Learning Mentor and Attendance Administrator, meets weekly to review attendance data, including lateness, absence, attendance patterns and requests for leave of absence. The team works proactively to identify concerns, monitor trends and agree appropriate support and interventions.

As part of these meetings, attendance data is analysed to identify pupils and groups who may be at risk of poor attendance, including persistent absentees, severely absent pupils, pupils with SEND, disadvantaged pupils, young carers, looked-after and previously looked-after children, pupils with a social worker, and those experiencing medical, emotional, or other barriers to attendance. The team uses this information to target support, allocate resources effectively and ensure that appropriate interventions are implemented at the earliest opportunity.

The Attendance Team regularly reviews the impact of interventions and works collaboratively with families and external agencies to remove barriers to attendance and promote positive outcomes for all pupils. This strategic approach enables the school to respond promptly to emerging concerns and maintain a culture in which good attendance is valued and supported.

Our Learning Mentor serves as the school's Attendance Champion, providing support and guidance to families and liaising with external agencies where appropriate to help remove barriers to attendance and ensure that pupils and families can access the support they need.

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In addition, the Attendance Team meets termly with the school's allocated Education Welfare Officer (EWO) to review attendance concerns, discuss individual cases and ensure that appropriate strategies and support are in place to improve attendance outcomes.

School will work with the Education Welfare Officer (EWO) in line with DfE 'Working together to improve school attendance' within the Service Level Agreement (SLA) with the Education Welfare Service (EWS).

Our school works closely with Local Authorities and other agencies to monitor and support pupils' attendance. Attendance may be discussed with external professionals during annual reviews for pupils with an Education, Health, and Care Plan (EHCP), Care Planning Meetings and Welfare Calls. When a pupil's absence is becoming persistent or severe, we collaborate with schools, Local Authorities, and other partner agencies to share information and identify the most appropriate support to help improve attendance.

Attendance Data Reporting to Governors

The Governing Body has a strategic responsibility for monitoring attendance and ensuring that effective systems are in place to promote good attendance and reduce absence. Attendance data will be reported to governors on a regular basis, enabling them to monitor attendance trends, challenge underperformance and evaluate the effectiveness of attendance strategies and interventions.

Reports will include whole-school attendance figures, persistent absence, severe absence, punctuality data and the attendance of specific groups of pupils, including those identified as vulnerable. Governors will use this information to hold school leaders to account, identify emerging concerns and ensure that appropriate resources and support are in place to improve attendance outcomes.

The Governing Body will work alongside school leaders to promote a culture of high attendance and to ensure that attendance remains a key priority across the school. Regular review of attendance data will support the school's commitment to early identification, targeted intervention and continuous improvement in attendance for all pupils.

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National attendance thresholds

We will identify pupils meeting or approaching the DfE thresholds (DfE — Working together to improve school attendance (statutory guidance; applies from 19 August 2024) and follow the school's and LA procedures for working with families and external agencies to remove barriers to attendance.

Persistent Absenteeism (PA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are defined as a persistent absentee.

Severe Absenteeism (SA)

Pupil who has missed 50% or more schooling is defined by the Government as 'severely absent'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

Further details regarding attendance thresholds and correlating actions are detailed in Appendix 1.

Penalty notices

Parents and carers should be aware that attendance-related enforcement action is not limited to the parent with whom a child lives. Responsibility for securing a child's regular attendance rests with those who have parental responsibility and/or day-to-day care of the child. Decisions regarding any enforcement action will be made on a case-by-case basis.

Penalty notices can be issued to any adult who has a duty of care as defined in the Education Act 1996 and can therefore include stepparents or partners irrespective of whether they have parental responsibility or appear on the birth certificate. Further details regarding Calderdale's charging framework can be found in Appendix 2.

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The school and Local Authority will consider patterns of attendance as well as individual instances of absence when determining whether further intervention or enforcement action is appropriate. Repeated or emerging patterns of unauthorised absence may be considered, even where standard attendance thresholds have not been met. Each case will be considered on its own merits and in line with local authority guidance and statutory requirements.

Per parent, per child

Penalty notices are issued to each parent, for each child that was absent. For example, three siblings absent for term time leave, would result in each parent receiving three separate fines.

Poor attendance pattern

A penalty notice may be issued in respect of a poor attendance pattern. Would be issued to both parents.

Five consecutive days of term time leave.

Penalty notices will be issued for term-time leave of five or more consecutive days. Inset training days are school days and can be included in the five or more consecutive days where there was intent to be absent for term time leave. No warning will be issued prior to a penalty notice being issued in this respect.

Ten sessions of unauthorised leave in a 10-week period.

Penalty notices will be considered when there have been ten sessions of unauthorised absence in a 10-week period. A Notice to Improve warning will be issued prior to any Penalty Notice issued in this respect and will be considered when there have been eight sessions of unauthorised in a preceding 6-week period. This warning will give parents/carers 6 weeks to improve their child's school attendance.

First Offence

The first time a Penalty notice is issued for leave in term time or irregular unauthorised absence the amount will be: £160 per parent, per child if paid within 28 days. Reduced to £80 if paid within 21 days of issue.

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Second Offence

The second time a Penalty Notice is issued for term time leave or irregular unauthorised absence the amount will be: £160 per parent, per child if paid within 28 days. There is no reduction for early payment.

Third Offence and any further offences (within 3 years)

The third time an offence is committed for term time leave or regular unauthorised absences by the same parent and the same child a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Under these circumstances each parent can receive a fine of up to £2,500 per child.

Cases resulting in a conviction at the Magistrates' Court may appear on a parent's future DBS certificate.

Withdrawal of Penalty Notice

A Penalty Notice may be withdrawn in exceptional circumstances where an error has occurred in its issue or where it is subsequently determined that it should not have been issued.

Relationship between Penalty Notices and other legal action

Attendance enforcement options are considered on a case-by-case basis. Where formal legal proceedings have commenced, a Penalty Notice may not be appropriate, and the Local Authority will determine the most suitable course of action.

Early years education funding

The school has a duty to Calderdale Council to monitor the attendance of all children accessing funded Early Years provision, ensuring that funded sessions are being used appropriately. Attendance is regularly monitored, and concerns regarding poor attendance may be reported to the Local Authority. In cases of persistent absence, the Local Authority may review eligibility and, where appropriate, reclaim funding.

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THIS FORM IS ELECTRONIC ON MICROSOFT FORMS ON THE SCHOOL WEBSITE

LEAVE FROM LEARNING REQUEST FORM

Previous attendance may be considered when determining whether exceptional circumstances justify leave; however, each request will be considered individually.

This request must be completed prior to the leave taking place.

Absence cannot be authorised during statutory assessments periods.

Child/ren's name

Class/es

The age of the child/ren when the absence would occur.

Reason for request

Last day in school returning to school on

Total number of school days absent (including INSET days)

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Appendix 1

Attendance Thresholds (see DfE Working Together to Improve School Attendance Statutory Guidance)

Attendance Thresholds	Parents are expected to:	School will:
For all pupils	Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child is unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated 'Attendance Champion' with overall responsibility for championing and improving attendance.
Excellent 99%+		
Good attendance 96%-99%		
At Risk of Persistent Absence (91%-95%)	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	School will proactively monitor absence closely to prevent persistent absence. Where out of school barriers are identified, signpost and support access to any required services in the first instance and function 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.

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		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.
Persistent Absence (PA): attendance of 90% or less <i>10% of possible sessions across the year equates to roughly 19 days missed in a 190-day school year</i>	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Families will be informed if their attendance is below 90% and being monitored (at the beginning of the academic year this is at the discretion of the attendance team). Where attendance falls below 90%, or where there is a pattern of frequent or recurring illness absence, the school may request reasonable medical evidence to support the accurate recording of absence and to identify any additional support that may be required. Each case will be considered individually. Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
Severe Absence (SA):	Work with the school and local authority to help them	Continue support as for persistently absent pupils and:

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attendance of 50% or below	understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Agree a joint approach for all severely absent pupils with the local authority.
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Attendance data, including persistent absence, severe absence and vulnerable pupil groups, is reviewed regularly by school leaders and reported to the Governing Body to support strategic oversight and challenge.

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Appendix 2



PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice fines issued after 19th August 2024.

Per parent, per child

Penalty Notices fines will now be issued to each parent, for each child that was absent.

For example, 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

Penalty Notices can be issued to any adult who has a duty of care and can therefore include stepparents or partners irrespective of whether they have parental responsibility or appear on the birth certificate.

For an unauthorised leave of absence (holiday) they will usually be issued to the adults involved in the absence.

For a pattern of poor attendance, they will usually be issued to both parents even if they do not reside together.

5 consecutive days of term time-time leave.

Penalty Notice fines will be issued for term-time leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave. No warning will be issued prior to a penalty notice being issued in this respect.

10 sessions of unauthorised leave in a 10-week period.

Penalty notice fines will be considered when there have been 10 sessions of unauthorised absence in a 10-week period. A Notice to Improve warning will be issued prior to any Penalty Notice issued in this respect and will be considered when there have been 8 sessions of unauthorised in a preceding 8-week period. This warning will give parents/carers 6 weeks to improve their child's school attendance.

First Offence

The first time a Penalty notice is issued for leave in term time or irregular unauthorised absence the amount will be:

£160 per parent, per child if paid within 28 days.

Reduced to **£80** if paid within 21 days of issue.

Second Offence

The second time a Penalty Notice is issued for term time leave or irregular unauthorised absence the amount will be:

£160 per parent, per child if paid within 28 days.

There is no reduction for early payment.

Third Offence and any further offences (within 3 years)

The third time an offence is committed for term time leave or regular unauthorised absences by the same parent and the same child a Penalty Notice **will not** be issued, and the case will be presented straight to the Magistrates' Court. Under these circumstances each parent can receive a fine of up to **£1000** per child.

Cases found guilty in the Magistrates' Court can on a parent's future DBS certificate due 'a failure to safeguard a child's right to education'.

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