



Attendance Policy

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Signatures:

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Policy Revision History

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Contents

- 1. Mission Statement**
- 2. Aims**
- 3. Definitions**
- 4. Promoting Attendance**
- 5. Roles and Responsibilities**
- 6. School Procedures**
 - **Registration**
 - **Punctuality and Late Arrivals**
- 7. First Day Absence – Reporting Absence**
- 8. Medical and Illness Absences**
- 9. Support and Intervention**
- 10. Persistent Absence and Support**
- 11. Leave of Absence Forms**
- 12. Fixed Penalty Notices for Non-attendance at School**
- 13. Monitoring & Data Use**
- 14. Retention of Records**
- 15. Attendance Targets**
- 16. Partnerships**
- 17. Review**

Appendices

Appendix 1 – Leave of Absence Request Form

Appendix 2 – Registration Codes

Appendix 3 – Legislation and Guidance

Mission Statement

At Ysgol Golwg Pen Y Fan, we are committed to creating a culture of belonging, engagement, and participation where learners feel safe, valued, and motivated to attend. We recognise that good attendance is essential for:

- Safeguarding and wellbeing
- Social development and inclusion
- Academic success and future opportunities

We balance high expectations with compassion and support, working in partnership with learners, parents/carers, and external agencies to overcome barriers.

The school will follow the Wales Safeguarding Procedures, *Belonging, engaging and participating* and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

As outlined in *Belonging, engaging and participating*, ‘attendance cannot be considered in isolation. The many interrelated and overlapping causes of absence and the varied nature of the learner experience in school, the community and at home mean that whole school strategies and strong multi-agency working arrangements are needed, designed to support all learners.’

The school will review this policy and its systems for improving attendance and the whole school approach for promoting strong attendance and a positive learning environment on an annual basis to ensure that it is in line with national and local guidance, school priorities and effectively supports learners to access education.

Aims

- Ensure all learners access their full educational entitlement.
- Promote a welcoming, inclusive environment that encourages attendance.
- Identify and address barriers early, with tailored support.
- Work with parents/carers as partners in promoting good attendance.
- Use attendance data to inform school improvement and targeted interventions.
- Meet legal responsibilities under the Education Act 1996 and Welsh Government regulations.

Definitions

- Attendance – being present in school or in school-approved activity.
- Persistent Absence – attendance below 90% (10%+ absence).
- Authorised Absence – approved by the school (e.g. illness, medical, religious observance, exceptional circumstances).
- Unauthorised Absence – not approved (e.g. holidays in term time, unexplained absence, lateness after register closes).

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
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90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

Promoting Attendance

At Ysgol Golwg Pen Y Fan, we believe that promoting good attendance is central to ensuring all learners feel a strong sense of *belonging, engagement and participation*. As outlined in *Belonging, engaging and participating*, improving attendance requires a whole-school, whole-system approach built on positive relationships, early intervention, and partnership working.

We work in close collaboration with learners, parents/carers, staff and external partners to create an environment where attendance is valued, barriers are understood, and support is accessible.

Our approach to promoting attendance

We will:

- **Ensure all learners understand the importance of regular attendance**, how it supports their wellbeing, learning, and future opportunities, and how even small amounts of missed learning can have a cumulative impact.
- **Communicate high expectations clearly and consistently**, while balancing these with empathy, care and individualised support.
- **Develop strong relationships** between staff and learners so that children feel welcomed, known, and supported during every school day.
- **Identify emerging attendance concerns early**, using daily monitoring, pastoral systems, and open communication with families.
- **Offer a range of interventions** school-based or through partner agencies to help remove barriers to attendance, including wellbeing support, pastoral mentoring, phased returns, and multi-agency input where appropriate.

- **Celebrate and encourage good attendance** through positive recognition, celebrations, and initiatives designed to motivate individuals and groups. Information will be shared in newsletters and in assemblies in school.
- **Ensure our Home–School Agreement outlines shared responsibilities** and reinforces the importance of attendance and punctuality.
- **Work proactively with families** facing challenges, offering early help and supportive conversations rather than punitive approaches.
- **Provide tailored support for specific groups**, including:
 - eFSM learners
 - Learners with ALN
 - GRT communities
 - EAL families
 - Children Looked After
 - Service families
 - Learners with health needs or emotionally-based school avoidance
- **Strengthen transitions** by working effectively with feeder settings and supporting smooth entry or reintegration at key points of change.

Community and multi-agency collaboration

We recognise that attendance cannot be improved by schools alone. We maintain strong links with:

- Powys Education Welfare Service
- Early Help and youth support services
- CAMHS and health partners
- Social Services and safeguarding teams
- School counselling and wellbeing services
- Community and voluntary groups

These partners support us in addressing the wide range of issues that may impact attendance.

A culture of belonging

Above all, we work to ensure that every learner feels:

- valued and safe,
- included in school life,
- supported to overcome challenges, and
- motivated to attend regularly.

Through consistent expectations, compassionate support, and strong relationships, we aim to cultivate a school culture where excellent attendance is recognised, encouraged, and achievable for all.

Roles and Responsibilities

Learners

Learners attend school regularly and on time, arriving ready and prepared to learn each day. They know that if anything affects their attendance or wellbeing, they can speak to a trusted member of staff for help and support. Learners are expected to:

- Engage positively with support offered to help improve attendance.
- Participate in return-to-school conversations following absences.

Parents/Carers

Parents and carers play an essential role in supporting regular attendance. They are responsible for:

- Ensuring their child attends school regularly, punctually, and fully prepared for learning.
- Contacting the school by 9:30am on the first day of any absence, giving a clear reason and expected return date.
- Providing evidence for absence when required (e.g. medical appointment cards, letters).
- Avoiding term-time holidays unless unavoidable and submitting Leave of Absence requests in advance.
- Working collaboratively with the school and external agencies to resolve any issues affecting their child's attendance.
- Informing the school of any safeguarding, medical, or wellbeing concerns that may impact attendance.

Staff

All staff promote a positive ethos that values good attendance and builds strong, trusting relationships. Staff are collectively responsible for creating a supportive environment in which learners feel able to attend regularly.

Class Teachers

Class teachers will:

- Complete morning registers accurately and on time.
- Record known reasons for absence shared by parents or learners.
- Monitor patterns of attendance or punctuality in their class and share concerns with the Attendance Lead.

- Hold return-to-school conversations with learners following periods of absence to identify barriers and support needs.
- Promote attendance through daily routines, relationships, and pastoral support.

Attendance Officer / School Administrative Staff

Administrative staff supporting attendance will:

- Carry out first-day absence calls and follow up unexplained absences promptly.
- Log communication and store evidence of absence securely.
- Escalate safeguarding concerns or patterns of absence to the Attendance Lead or Designated Safeguarding Person.
- Chase missing registers and ensure coding is accurate.
- Notify the DSP of any first-day absences for learners on the Child Protection Register.
- Notify the Designated Teacher for CLA of absences for Looked After Children.
- Support the Attendance Lead with data collation and parent communication.

Attendance Lead

The Attendance Lead will:

- Monitor and analyse attendance data at learner, class, group, and whole-school level.
- Identify emerging concerns, patterns, or vulnerable groups requiring support.
- Coordinate early intervention, wellbeing conversations, and multi-agency responses.
- Lead reintegration planning for learners returning from extended absence.
- Ensure the headteacher is informed of cases requiring review or formal action.
- Liaise with the Designated Safeguarding Person when attendance concerns intersect with safeguarding.
- Submit referrals to the Education Welfare Service when school-based interventions have been exhausted.

Designated Safeguarding Person (DSP)

The DSP will:

- Receive notifications of first-day absence for CP learners and take appropriate safeguarding action.
- Coordinate welfare checks or home visits where needed.
- Ensure attendance concerns that indicate risk are escalated through safeguarding procedures.

Designated Teacher for Children Looked After (CLA)

This role will:

- Monitor attendance for CLA learners closely and notify the Virtual School / CLA education coordinators of absences.
- Ensure carers and social workers are contacted on the first day of absence.
- Support personalised attendance plans where required.

Governors & Leadership

The Governing Body and Leadership Team ensure that the school's approach to attendance is effective, inclusive, and aligned with national expectations.

The Headteacher will:

- Make final decisions on absence authorisation, attendance coding, and term-time leave requests.
- Ensure the school fulfils its statutory obligations in relation to attendance.
- Oversee attendance systems and ensure staff are trained appropriately.
- Approve referrals to the Education Welfare Service where necessary.

Governors will:

- Monitor attendance performance through termly reports.
- Challenge and support school leaders to improve attendance.
- Ensure resourcing and staffing structures support effective attendance processes.

Procedures

Registration

- Registers taken twice daily (morning & afternoon) for each campus

Mount Street Infant Campus

Doors open	9.00am
Morning session	9.15 – 12:00
Lunch time	12:00 – 13:00
Afternoon session	13:00 – 15:30

Mount Street Junior Campus

Doors open	8.45am
Morning session	9.00am – 12:15pm

Lunch	12:15 – 13:15
Afternoon session	13:15 – 15:30

Cradoc Campus

Doors open	9:05am
Morning session	9:15 – 12:00
Lunch	12:00 – 13:00
Afternoon session	13:00 – 15:30

- Absences coded in line with Welsh Government guidance.

Punctuality and Late Arrivals

Morning Registration

The school register is taken promptly at the start of the school day. Pupils are expected to be on school premises and ready to enter the classroom before the registration period begins.

Morning session start times

Mount Street Infant Campus – 9:15

Mount Street Junior Campus – 9:00

Cradoc Campus – 9:15

A pupil who arrives after the official start time but before the close of the register (30 minutes after register opened) will be recorded as Late (L).

Parents/carers should provide a reason for lateness either in person, by phone, or in writing.

After the Register Closes

The register will close 30 minutes after the start of the school day.

Morning session register close times

Mount Street Infant Campus – 9:45 onwards U will be given

Mount Street Junior Campus – 9:30 onwards U will be given

Cradoc Campus – 9:45 onwards U will be given

A pupil who arrives after the register has closed will be recorded as Late after the Register (U). This is counted as an unauthorised absence, unless an acceptable reason is provided in line with Welsh Government guidance.

Repeated occurrences of “U” codes may lead to further action, including referral to the Education Welfare Service.

First Day Absence- Reporting Absence

Parents and carers should contact the school office on the first day of their child’s absence, ideally before **9:30**, to let us know the reason they are unable to attend. Clear

communication helps us keep our records accurate and ensures we can offer support if needed. If no message is received, the absence will be recorded as unexplained, and the school will try get in touch (usually by phone) to check on the learner's wellbeing and gather further information.

Medical and Illness Absences

We understand that learners may occasionally be unwell. However, frequent or extended absence due to illness can significantly impact progress.

Parents/carers should:

- Arrange routine appointments outside the school day wherever possible.
- Bring learners to school before/after appointments when feasible.
- Provide medical evidence when requested.

The school may request evidence when:

- Illness is frequent or persistent
- Attendance falls below 90%
- There is a pattern of absences (e.g., regular Mondays/Fridays)

For learners with long-term or significant health needs, the school will:

- Work with families and health professionals to support attendance
- Consider personalised planning, phased returns, or flexi-schooling where appropriate
- Seek guidance from the local authority Medical Needs service if required

Support and Intervention

Support and intervention begin with early help conversations involving learners and their parents or carers, allowing concerns to be identified and addressed as soon as possible. A range of wellbeing, mentoring, and pastoral support is available to help learners overcome barriers to attending school. For those who have been absent long-term, reintegration plans are put in place to ensure a smooth and supported return. In some cases, temporary reduced hours or flexi-schooling arrangements may be considered, but only when they are clearly in the learner's best interests and with agreed review dates. If attendance does not improve despite these measures, the school may make a referral to the Powys Education Welfare Service (EWS) for further support and guidance.

Persistent Absence and Support

Persistent absence is defined as attendance falling below 90%, and when this happens the school works with families to put a structured support plan in place. This may include involvement from a range of agencies to ensure that any underlying issues are identified and addressed. Every effort is made to support improved attendance through collaboration and early help, with legal measures such as Parenting Contracts or Fixed Penalty Notices used only as a last resort when other approaches have not succeeded.

Leave of Absence Forms

We kindly ask families to avoid taking holidays during term time wherever possible, as time away from school can significantly affect a child's learning and overall attendance. We do understand the financial pressures many families face, and requests for leave will always be considered on a case-by-case basis. In most cases, these absences will be recorded as unauthorised and will not normally lead to a fine. However, if there are repeated requests within the same year or a child's attendance is noticeably impacted, the school will need to address the situation formally, which may include the issuing of a Fixed Penalty Notice.

Fixed Penalty Notices for Non-attendance at School

The school may request that the local authority issue a Fixed Penalty Notice (FPN) when:

- A learner has unauthorised absences amounting to 10 sessions (5 days) in a term
- A parent/carer takes their child on holiday without authorisation
- Persistent lateness results in repeated U codes
- School-based interventions have been unsuccessful

FPNs are administered in line with the **Powys Code of Conduct** and the **Education (Penalty Notices) (Wales) Regulations 2013**.

The decision to request an FPN rests with the headteacher, based on evidence and in consultation with the Attendance Lead and EWS.

Monitoring & Data Use

Monitoring and use of attendance data are ongoing processes within the school. The Attendance Lead reviews attendance figures every fortnight to identify patterns, emerging concerns, and areas needing support and monitors identified children more regularly. Termly reports are then shared with governors to ensure transparency and accountability. Attendance data is also analysed across different groups such as ALN, FSM, GRT, and CLA to ensure equity and to identify any disparities that may require targeted action. This information directly informs school improvement planning and helps shape the interventions and support offered to learners and families.

Retention of Records

To comply with legal requirements, the school will:

- Make paper or digital copies of the attendance register at least once each month
- Retain attendance records for a minimum of **three years**
- Securely store all evidence relating to absences, interventions, and agency involvement
- Ensure data is handled according to GDPR and safeguarding expectations

Attendance Targets

The school sets annual attendance targets aligned with local authority expectations and school improvement priorities.

We will:

- Analyse attendance data regularly, including patterns across specific cohorts (e.g., FSM, ALN, GRT, CLA).
- Report attendance figures to governors regularly each term.
- Use attendance data to inform school development planning.
- Monitor progress towards targets throughout the year and adjust strategies as necessary.

Governors will review attendance performance each term and challenge leaders to improve outcomes.

Partnerships

We work with many agencies including the following:

- Parents/carers
- Powys Education Welfare Service
- Health services and CAMHS In Reach
- Social Services and safeguarding partners
- Community and voluntary organisation.

Review

This policy will be reviewed annually with input from governors, staff, parents/carers, and learners.

Next review due: [insert date].

Appendices

Appendix 1- Leave of Absence Request form

Date Received: _____ Number of days before absence: _____
Days absence year to date: _____



Dear Parent/Carer,

Absence leave during term time.



In Wales we want all of our pupils to achieve success, so it is important that parents do their best to support pupils in attending school for the full 190 days in an academic year, as stated in the Education (School Day and School Year) (Wales) (Amendment) Regulations 2006.

Under the Education Act (1996), it is the responsibility of the parent or carer to ensure that their son/daughter attend school. Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated below:

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

We hope that you can support this policy and arrange your absence leave around the existing 175 days the schools are closed through weekends and school holidays and help us support your child in achieving success in school.

If, however, there are circumstances that mean you must take absence leave during term time, we ask that you fill in the form on the reverse of this letter and return to school for the attention of the Senior Leadership team.

Yours sincerely,

Senior Leadership Team

Ysgol Golwg Pen y Fan

Absence Leave Request Form

If you wish to take absence leave during term time, the form below must be completed **at least 28 days** before the absence is required to be considered for authorisation.

The Pupil Registration (Wales) Regulations 2010 provide head teachers with a discretionary power to authorise leave during term time where parents seek permission. Save in exceptional circumstances, no more than 10 days leave should be granted for this purpose. The procedure at this school is that all the factors noted below will be taken into consideration before a decision is made as to whether to authorise any absence leave requested during term time.

- **Attendance figures for the last year. (We would expect attendance to be above 90%.)**
- **Behaviour and attitude to school life.**
- **That the absence leave does not impact on any key periods of learning identified and highlighted by the school (such as the end of year pupil assessments carried out during the month of May each year).**
- **That this form has been completed correctly and the request has been made 28 days before the leave of absence.**

Please therefore remember that absence leave can only be authorised at the Head Teacher's discretion.

It should also be noted that an application for a 'Fixed Penalty Notice' will be considered if there are 5 or more days (10 sessions) of 'unauthorised absence' recorded, in addition to the attendance level being below 90% for the school year to date.

An authorised / unauthorised slip will be sent back to you within 7 days of submitting this request.

.....

I request absence leave for my child/ren: _____

on the following dates: _____ For: _____ School Days

Please tick the following circumstances that apply to your leave request:

Bereavement, Trauma or Crisis

Religious Observance

Medical Needs

Service Personnel Operational Tour

Other

Please expand on your reason or circumstances below:

Thank you for submitting your absence leave request form for the following

child/ren: _____

on the following dates: _____

Your leave of absence has been AUTHORISED / UNAUTHORISED for the following reasons:

Please keep this slip in a safe place for future reference. A copy of your request and the response slip will be kept in your child/ren's personal records.

Yours sincerely,

Senior Leadership Team
Ysgol Golwg Pen y Fan

APPENDIX 2: Registration codes

The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education
L	Late (before registers closed)	Present
M	Medical / Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education
W	Work experience	Approved Education
X	Un-timetabled sessions for non-compulsory school-age learners	Not counted in possible
Y	Enforced closure	Not counted in possible
Z	Pupil not yet on roll	Not counted in possible
#	School closed to learners	Not counted in possible

APPENDIX 3: Legislation and guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

- (a) to his age, ability and aptitude and
- (b) to any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term parent means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011

Registers and admission.

- The Education (Pupil Registration) (Wales) Regulations 2010
- The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006

Attendance targets

- The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

Guidance documents relating to attendance

- Belonging, engaging and participating
- Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people
- All Wales Attendance Framework
- Powys Code of Conduct [relating to the Fixed Penalty Notice scheme]
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes Wales Safeguarding Procedures
- Keeping learners safe