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Cyril Jackson School
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Attendance and Punctuality Policy

September 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2022/2023 September	All Sections	Formatting
2023/2024 September	All Sections	New logo and date change
2024/2025 September	Legislation & Guidance	Update to legislation
2024/2025 September	Roles and Responsibilties	Update to attendance register
2024/2025 September	Attendance Register	Update to roles and responsibilities
2024/2025 September	Legal Intervention	Update to legal intervention
2024/2025 September	ESOs	Addition of section on education supervision order
2024/2025 September	Appendix – Attendance Codes	Update to attendance codes
2025/2026 September	All Sections	Formatting
2025/2026 September	Definitions	Addition of definitions
2025/2026 September	Recording Attendance	Update to recording attendance
2025/2026 September	Absences Procedures	Update to absence procedures
2025/2026 September	Attendance Expectations	Update to attendance expectations
2025/2026 September	Attendance Register	Update to attendance register
2025/2026 September	Authorising Absence	Update to authorising absence
2025/2026 September	Attendance Interventions	Update to attendance intervention section
2025/2026 September	Working with Parents	Update to working with parents section
2025/2026 September	Persistent Absence	Update to persistent absence section
2025/2026 September	Monitoring and Analysing	Update to monitoring and analysing section
2025/2026 September	Staff Training	Addition of staff training section
2025/2026 September	Deletion	Addition of deletion of names section
2025/2026 September	Appendix 1	Addition of appendix 1
2026/2027 September	All Sections	Date Change
2026/2027 September	Legislation and Guidance	Update to legislation
2026/2027 September	Section 13	Updated section on early intervention

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

"Absence" refers to:

- Arrival at school after registration
- Not attending the registered school for any reason

"Authorised Absence" refers to:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall within the school day, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency for which the school has granted leave

"Unauthorised Absence" refers to:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after registration
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

"Persistent Absence" refers to:

- Missing 10% or more of schooling across the year for any reason
- Not attending the registered school for any reason

"Missing Education" refers to:

- Not registered at a school and not receiving suitable education in a setting other than a school

2. Scope of the Policy

Cyril Jackson believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

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

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

We are committed to:

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

The school's attendance and welfare officer is Shamim Haque, and can be contacted via email: Shamim.haque@cyriljackson.towerhamlets.sch.uk. Staff, parents and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Child Protection Policy
- Complaints Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Social, Emotional and Mental Health Policy
- Children Missing in Education Policy
- Home Visit Policy

- Supporting Pupils with Additional Needs Policy
- EYFS Attendance Policy

3.2. Relevant External Documents

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to, the following:

- Education Act (1996)
- Equality Act (2010)
- The Education Pupil Registration England Regulations (2006) (As amended)
- Children and Young Person's Act (1963)
- DfE (2024) Children Missing in Education
- DfE (2024) Providing Remote Education
- DfE (2024) Summary Table of Responsibilities for School Attendance
- DfE (2026) Keeping Children Safe in Education
- DfE (2026) Working Together to Improve School Attendance

Attendance is the essential foundation to positive outcomes for all pupils. At Cyril Jackson, a whole-school approach is adopted to ensure that our high expectations regarding attendance are maintained.

We recognise that an effective whole school culture of high attendance is underpinned by clear expectations, procedures and responsibilities. The purpose of this policy is to ensure all staff, pupils and parents understand these expectations.

Our school target for this year is 98%.

4. Roles and Responsibilities

A whole school approach is taken to improve attendance and working in partnership with parents/carers is key to our aim of improving attendance. This approach is underpinned by clear expectations, procedures and responsibilities.

4.1. The Trust / School Committee

The Trust has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Sharing effective practice on attendance management and improvement across schools.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.

- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.
- Ensuring school staff receive adequate training on attendance

4.2. Headteacher

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to lead on attendance.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Leading on maintaining a whole school culture that promotes the benefits of good attendance.
- For pupils who are persistently or severely absent, holding meetings with parents/carers where there is a lack of engagement.
- Granting leaves of absence in exceptional circumstances.
- Where there are safeguarding concerns, intensifing support through statutory children's social care.
- Reporting attendance data to governors and Trust.
- Ensuring all staff receive training on attendance as part of their continued professional development.

4.3. Attendance Lead

The attendance lead is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance, alongside the headteacher.
- Monitoring attendance and the impact of interventions.
- Analysing weekly attendance.
- Conducting thorough analysis of half-termly, termly and full year data.
- Analysing attendance data to identify trends and work with Headteacher and Inclusion team to devise and implement strategies.
- Communicating with pupils and parents with regard to attendance.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Informing the LA of any pupil being deleted from the admission and attendance registers.
- Review the attendance policy.

4.4. Attendance and Welfare Officer

The attendance and welfare officer is responsible for:

- Monitoring registers and conducting fortnightly reports.
- Calling or meeting with parents of pupils whose attendance is below 90%.
- Conducting home visits when deemed necessary.
- Working jointly with school to provide formal support options.
- Supporting with referrals for legal interventions.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.

4.5. SENDCO

The SENDCO is responsible for:

- Meeting with parents of pupils with Special Educational Needs and Disabilities (SEND) to discuss strategies to improve attendance and/or punctuality.
- Supporting with devising strategies or support for families where a pupil has SEND.
- To ensure attendance is discussed during annual review meetings.

4.6. Home School Liaison Workers

The home school liaison workers are responsible for:

- Ensuring day-to-day communication takes place with families to ascertain reason for absences and to support families with attendance and wider issues.
- Identifying any absences that are not explained for each session and contact parent/carers to ascertain reasons and clarify when pupil will return.
- Amending codes in the register to ensure all absences are coded correctly within 3 working days after the absence.
- Completing afternoon registers for classes who are on whole day trips.
- Conducting home visits when deemed necessary.

4.7. Safeguarding Lead

The safeguarding lead is responsible for:

- Supporting with devising strategies or support for families where a pupil has medical needs.
- Submitting Early Help assessments where there are wider needs and a whole family response is more appropriate.
- Where there are safeguarding concerns, intensifying support through statutory children's social care.

4.8. Class Teachers

Class teachers are responsible for:

- Have day-to-day conversations with parents or pupils regarding absence and/or lateness.
- Ensure the register for your class is submitted correctly and in a timely manner (10 minutes after the registration period starts).
- Complete the daily attendance card and display it on the classroom door.
- Notify Home School Workers (HSW) if the reason of absence is shared with you by parents.

- Promote attendance in your class and implement whole school incentives.
- Update parents/carers on their child's attendance and absences at parents' evening.

4.9. Staff

All staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

4.10. Pupils

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.
- Following any support provided by the school to improve attendance.

4.11. Parents and Carers

Parents and Carers are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Proactively engaging with any attendance support offered by the school and the AWO.
- Notifying the school as soon as possible when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

5. Attendance Expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 9:10am. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark

- The morning register will close at 9:30am. Pupils will receive a mark of absence if they do not attend school before this time
- The afternoon register will be marked by 1:00pm. Pupils will receive a late mark if they are not in their classroom by this time
- The afternoon register will close at 1:10pm. Pupils will receive a mark of absence if they are not present

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

5.1. North Building

For pupils in Year 1, Year 2, Year 3 and Year 4, based in the North Building, the school day starts at 8:50am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:45am.

Pupils in Key Stage 1 will have a morning break at 10:45am, which will last until 11:00am, and a lunch break at 12:00pm, which will last until 1:00pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Pupils in Lower Key Stage 2 will have a morning break at 11:00am, which will last until 11:15am, and a lunch break at 12:30pm, which will last until 1:30pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

5.2. Elm

For pupils in Elm Class, the school day begins earlier to support a calm and settled start. Pupils in Elm are expected to be in the playground by 8:30am, ready to start their school day. This earlier start allows pupils to transition into learning in a quieter and more structured environment, before the main school day begins for other year groups.

Pupils in Elm will have a morning break at 10:45am, which will last until 11:00am, and a lunch break at 11:30am, which will last until 12:30pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

5.3. South Building

The school day starts at 9:00am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:55am.

Pupils in EYFS will have a morning break at 10:45am, which will last until 11:00am, and a lunch break at 11:30am, which will last until 12:30pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Pupils in Upper Key Stage 2 will have a morning break at 11:00am, which will last until 11:15am, and a lunch break at 12:30pm, which will last until 1:30pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

5.4. Nursery

The school day starts at 9:00am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:55am.

5.4.1. Part Time

The school day starts at 9:00am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 8:55am.

Pupils will have a morning break at 10:30am, which will last until 11:00am. Part time pupils do not have a lunch break, they are dismissed at 11:45am from the south building playground.

5.4.2. Full Time

Full time pupils in Nursery will have a morning break at 10:45am, which will last until 11:00am, and a lunch break at 11:30am, which will last until 12:30pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

6. Punctuality Expectations

Punctuality is a key aspect of school life and is actively promoted by all staff. Pupils are expected to be in the playground and ready to line up before the start of the school day.

- In the North Building (Years 1–4), pupils must arrive before the school gates close at 8:50am.
- In the South Building (Nursery, Reception, Years 5–6), pupils must arrive before the school gates close at 9:00am.

School gates close promptly at these times. Pupils arriving after gates have closed must be accompanied to the school office by a parent or carer and signed in.

If a pupil arrives after the gates have closed but within the registration period, the absence will be recorded as late ('L' code). If a pupil arrives after the end of the registration period, an unauthorised absence ('U' code) may be recorded, unless a valid reason is provided.

The administrative team and Home School Workers (HSWs) are responsible for updating the register and recording the pupil's exact time of arrival. Any unexplained absence initially marked with an 'N' code must be amended to an 'L' code by the afternoon, where lateness is confirmed. Class teachers must check the accuracy of lateness codes and notify the admin team or HSWs if corrections are required.

6.1. Addressing Persistent Lateness

Persistent lateness is monitored and addressed with the same seriousness as unauthorised absence. The following graduated response will be followed:

- Class teachers will speak to parents/carers and pupils to promote punctuality and explore any concerns.
- Phase Leaders will reinforce the importance of punctuality and remind parents where lateness becomes a pattern.
- HSWs and the AWO will contact families where persistent lateness is identified.
- A formal referral to the AWO will be made where a pupil has 15 instances of lateness within any five-week period.

Where appropriate, the AWO may proceed with a referral for a Fixed Penalty Notice (FPN) in accordance with local authority guidance.

Punctuality is essential for establishing positive routines and maximising learning. The school is committed to working with families to support improved punctuality where difficulties arise.

7. Absence Procedures

Parents/carers must report their child's absence by 9:00am on the first day of absence. This can be done by:

- Calling the school office on 020 7987 3737 between 8:00am and 4:30pm (Monday to Friday)
- Emailing the admin team at: admin@cyriljackson.towerhamlets.sch.uk
- Parents should clearly state the reason for absence and an estimated return date.

Where a pupil is absent and the school has not been informed by the close of morning registration, the administrative team or a Home School Worker will contact the parent/carer by phone as soon as possible to establish the reason for absence.

7.1. Medical or Dental Appointments

Medical and dental appointments should be made outside of school hours wherever possible.
If this is not possible, the pupil should be absent for the minimum time necessary.
Absence for medical appointments will only be authorised where advance notice is given.

The school requests supporting medical evidence. This may include an appointment card, prescription slip, or a note from a healthcare provider.

7.2. Monitoring of Absence

Where a pupil is absent for more than three consecutive days, or for 10 or more days within a term, parents/carers may be asked to provide a written explanation and/or medical evidence to support the absence.

If the school has concerns about the authenticity or frequency of illness, future absences may not be authorised without evidence.

For pupils identified as persistently absent (below 90%), a meeting will be arranged with the Attendance Welfare Officer (AWO) and/or Inclusion Team to explore the reasons and agree a support plan.

7.3. Safeguarding and Long-Term Absence

If a pupil is absent for 10 school days after an authorised absence, or 20 consecutive days without authorisation, and the school has not been able to establish their whereabouts, the pupil may be removed from roll in line with DfE guidance and following consultation with the Local Authority.

8. Attendance Register

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

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

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

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. Please see appendix 3 for a full list of attendance codes.

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Where there is more than one afternoon session, and therefore the attendance register is taken more than once in the same afternoon, the school will use the codes from the last afternoon session as the basis for its statistical attendance data.

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

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

Every entry received into the attendance register will be preserved for three years.

9. Authorising Parental Absence Requests

The school recognises that there may be exceptional circumstances where a pupil may need to be absent during term time. However, parents are reminded that they do not have a legal right to take their child out of school for holidays during term time.

All leave of absence requests must be submitted in writing at least two weeks in advance using the school's official request form, available from the main office. Completed forms should be returned promptly to allow time for processing by Home School Workers (HSWs), consideration by the Headteacher, and uploading to the pupil's electronic file.

Only the Headteacher has the authority to approve or decline leave requests, and the decision is made on a case-by-case basis, taking into account:

- The reason for the request
- The pupil's current and historic attendance record
- The impact on the pupil's learning and progress

- The school will not authorise holidays during term time, and only exceptional circumstances will warrant approval for any leave.
- Requests for leave will not normally be authorised in the following circumstances:
- Immediately before or during statutory assessment periods
- Where the pupil's attendance is below 90%
- Where the pupil has unauthorised absence on record
- Where the pupil has already exceeded 10% authorised absence in the academic year

If a request is declined but the absence occurs regardless, the absence will be marked as unauthorised and may result in a Fixed Penalty Notice (FPN) if it is three days or longer. If a pupil fails to return by the agreed date, the HSW will contact the parent and refer the case for a penalty notice.

Where a pupil is absent for 21 consecutive days without authorisation, or fails to return within 10 days of an authorised absence, they may be removed from the school roll in line with Department for Education and Tower Hamlets guidance. In such cases, a referral will be made to the Children Missing Education (CME) team.

The school reserves the right to escalate concerns earlier than ten days where there are safeguarding concerns or no communication from home.

9.1. Illness and Medical Appointments

Parents are expected to make medical or dental appointments outside of school hours whenever possible. If a pupil needs to attend an appointment during the school day, parents must inform the school in advance and ensure the pupil misses only the minimum time necessary. Evidence of the appointment (e.g. a letter or text message) may be requested.

9.2. Absence for Performances or Activities

Where a pupil is required to be absent from school due to a performance, sporting activity or paid work, the school will only authorise the absence where:

- A valid licence has been issued by the Local Authority (LA)
- Suitable educational arrangements have been approved, ensuring that the pupil does not fall behind academically

Education arrangements must meet the minimum requirements of three hours per day, six hours per week. If a licence is not obtained or if the absence would cause the pupil's attendance to fall below 98%, the school may not authorise the absence.

Where the LA licence includes specific dates, no further school authorisation is needed. If the licence is open-ended, authorisation for each date will remain at the Headteacher's discretion.

9.3. Religious Observance

The school recognises the importance of religious observance for families. Absence for this purpose will be authorised for days that are specifically set apart by the religious body and where the family is expected to refrain from work or school.

Parents should request this absence at least two weeks in advance. The school may seek guidance from the religious body where there is uncertainty.

9.4. Gypsy, Roma and Traveller (GRT) Pupils

In accordance with DfE guidance, absence for GRT pupils will only be authorised where the family is travelling for occupational purposes. Parents must notify the school at least two weeks in advance and confirm the expected return date. Absence for other reasons will not be authorised under this code. will be required to request certain types of absence in advance.

All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents, and will not deny any request without good reason.

10. SEND and Health Related Absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a

safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

11. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils, and understand the importance of continuity in each pupil's learning.

All pupils are expected to be in their classes by at the times identified in section 5, where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.
- A penalty notice will be issued in line with the Penalty notices and legal intervention section of this policy where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

12. Absent Pupils

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the absent pupil will inform the headteacher immediately
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher
- The following areas will be systematically searched:
  - All classrooms
  - All toilets
  - Changing rooms
  - The library
  - Any outbuildings
  - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified
- The school will attempt to contact parents using the emergency contact numbers provided
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The absent pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing
- If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well

- Parents and any other agencies will be informed immediately when the pupil has been located

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

13. Attendance Intervention

At Cyril Jackson Primary School, we are committed to promoting and celebrating good attendance and punctuality. Recognising and rewarding attendance helps to establish a culture where regular attendance is valued and prioritised.

We use a range of whole-school and individualised strategies to acknowledge and incentivise strong attendance, including:

- Weekly recognition in assemblies, where class attendance percentages are shared.
- Gold, silver and bronze awards are marked on the attendance display chart.
- The class with the highest attendance each week receives the Attendance Trophy and is awarded 10 minutes of extra playtime.
- Termly attendance badges are awarded to pupils based on thresholds agreed by the Headteacher (e.g. bronze, silver, gold).

For some pupils with complex needs or exceptional circumstances, bespoke attendance reward systems may be implemented to acknowledge and encourage sustained improvement.

Attendance displays around the school reinforce the importance of punctuality and regular attendance.

We ensure that pupils with medical conditions or other exceptional needs are not unfairly penalised; individual targets may be used to recognise and reward progress relative to their personal context.

13.1. Escalation Procedures for Poor Attendance

To ensure attendance concerns are addressed early and effectively, the school implements robust, graduated escalation procedures, led by the Attendance Officer and supported by the Senior Leadership Team (SLT). These include:

- Letters to parents/carers when attendance begins to fall below school expectations.
- Follow-up conversations with Home School Workers or Inclusion staff to explore causes of absence.
- Monitoring through weekly reviews, especially for pupils with emerging patterns of concern.
- Meetings with parents/carers, involving the Assistant Headteacher, SENCo or Attendance Welfare Officer (AWO) where appropriate.

- Referrals to Tower Hamlets' attendance team and engagement with other agencies when required.
- Attendance clinics or support plans for pupils with complex attendance barriers.
- Fixed Penalty Notices (FPNs) issued in line with Tower Hamlets guidance, where unauthorised absence continues despite support.

13.2. Privileges Linked to Attendance

Attendance is considered a responsibility as well as a right. Access to certain school privileges—such as representing the school in events, attending trips or participating in special activities—may be limited for pupils whose attendance falls below 90% unless there are documented medical or SEND-related reasons.

The school will always ensure that strategies are applied fairly and sensitively, taking into account pupils' individual circumstances and needs. Support will be offered first, with consequences only used when supportive measures are unsuccessful or refused.

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14. Working with Parents to Improve Attendance

At Cyril Jackson Primary School, we are committed to working in partnership with families to ensure that all pupils attend school regularly and benefit fully from their education. We recognise that some pupils face greater barriers to attendance than others and adopt a supportive, inclusive approach to addressing these challenges.

The school fosters strong, respectful relationships with parents and carers to ensure trust and engagement. Open and honest communication is maintained with families about expectations regarding attendance, punctuality and wider school life. Parents are regularly informed about their child's attendance levels and the impact of absence on their educational, social and emotional development.

Where attendance is a concern, the pastoral and inclusion team, alongside the Attendance Welfare Officer (AWO), work collaboratively with families to identify and address the underlying barriers to regular attendance. We recognise that reasons for absence can be sensitive and complex, and support is always prioritised over punitive action in the first instance.

Where appropriate, the school liaises with external agencies and professionals involved with the family, including social care, health services and local authority services, to provide coordinated, effective support.

15. Persistent Absence (Below 90%)

Pupils whose attendance falls below 90% are classified as persistently absent. The school takes a proactive approach to supporting these pupils through early identification and tailored intervention. A member of the Inclusion Team or the AWO will meet with the family to explore barriers and co-produce a support plan. This may include:

- Ensuring access to the provision outlined in a pupil's EHCP

- Making referrals to local authority services, such as CAMHS, health visitors, or family support teams
- Signposting to or referrals for parenting support programmes
- Implementing bespoke strategies (e.g. reward charts, daily check-ins)
- Offering pastoral support, including soft starts or access to breakfast club
- Agreeing a time-limited phased return to school
- Establishing part-time timetables (in exceptional circumstances and with Headteacher approval)
- All interventions will be regularly reviewed to assess progress and adapt support as necessary.

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

15.1. Severe Absence (Below 50%)

Pupils who miss more than 50% of school are classed as severely absent and are treated as a priority for intensive support. These cases often involve more complex needs and may require a multi-

agency response. The school will work closely with the family, the AWO and relevant external services to implement a coordinated intervention plan. This may include more frequent contact, home visits, safeguarding checks, and formal assessments of need.

Attendance for this group is closely monitored, with regular reviews of progress and outcomes. The goal is to secure an immediate and sustained improvement in attendance, underpinned by a child-centred approach.

15.2. Legal Responsibilities

Parents are reminded of their legal duty to ensure their child attends school regularly. Where support has been offered but has not been engaged with or has not led to improvement, the school may refer the case for a Fixed Penalty Notice (FPN) or seek further legal intervention in accordance with Tower Hamlets guidance.

16. Penalty Notices and Legal Intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the attendance officer will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered.

Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance.

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

A penalty notice of £120 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £60 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other action such as a parenting order or prosecution will be considered.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.
Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

16.1. Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be help every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

17. Monitoring and Analysing Absence

The school will use attendance data proactively to identify emerging patterns of absence, evaluate the effectiveness of interventions and provide timely support to pupils and families.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort as a whole.
- Individual year groups.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. pupils with SEND, LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance officer will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance officer will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance officer will also

be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

The school reports to parents on their child's attendance record every term via a termly report sent out during Parents Evening.

18. Training of Staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

19. Deletions of Names from the Admission Register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling.

The school will make returns to the LA when pupils' names are deleted from the admission register.

This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

20. Monitoring and Review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 98 percent – full details of the school's absence levels can be found on the school website.

21. Appendices

21.1. Appendix 1 – Attendance Monitoring Procedures

Cyril Jackson has adopted the following attendance monitoring procedures to ensure that pupils meet expected attendance standards, and that early, effective intervention is provided where attendance falls below expectations.

Daily Absence Monitoring

- The Attendance Officer/HSWs (Home School Workers) monitor attendance registers daily.
- Daily phone calls are made by HSWs to parents/carers to request a reason for any unexplained absence.

- Parents/carers are expected to contact the school on the first day of absence with a reason. Failure to do so may result in the absence being unauthorised.

Recording Absence Codes

- If no reason is provided for absence, an 'N' code is recorded and followed up by the HSW.
- Once a reason is provided, the appropriate code is updated as soon as possible, and within 5 working days.
- If a reason is not provided within 5 working days, the absence may be recorded as unauthorised.

Weekly Attendance Reporting

- Weekly and annual attendance data is shared with SLT and the Attendance Welfare Officer (AWO).
- The AHT for Inclusion, HSWs, and AWO review this data regularly to identify patterns and families in need of support.

Early Intervention (Attendance below 95%)

- Parents/carers may receive a concern letter and/or be invited to discuss attendance with the HSW, AHT for Inclusion or SENCo.
- Medical evidence may be requested for future absences.
- Support strategies will be offered and reviewed.
- Persistent Absence (Attendance below 90%)
- Pupils with attendance below 90% are identified as persistently absent.
- Parents/carers will be contacted by letter or phone call and referred to the AWO.
- The AWO will invite parents/carers to a meeting (in-person or phone) to discuss concerns and next steps.
- The school and AWO will expect an immediate and sustained improvement in attendance.

Escalation Procedures

- If attendance does not improve despite support, a formal meeting will be held with the Headteacher and AWO.
- If engagement continues to be limited or there is insufficient improvement, the school and AWO will make a referral for a Fixed Penalty Notice (FPN) in line with Tower Hamlets guidance.

Home Visits

- A member of the Inclusion Team or Senior Leadership Team may conduct home visits where there is no contact from the family or where additional support is deemed necessary.
- These may be arranged in advance, but unannounced visits may also take place where appropriate.

21.2. Appendix 2 - Attendance Letter

Inspiring minds through opportunity

Headteacher: Hodo Dirir
Enquiries: admin@cyriljackson.towerhamlets.sch.uk
www.cyriljackson.towerhamlets.sch.uk

(Insert date)

Dear Parent/Carer,

We are writing to parents of all children whose attendance is below 95.0%. This year, our school attendance target for each child is _____%. Good attendance is essential for pupils to do well in school academically and is linked to improved wellbeing.

So far, your child's attendance is _____% and they have missed _____ days of school.

Your child's attendance is a concern because it is at risk of falling below 90.0%. If it does so, they will be considered persistently absent according to government guidance. You may have already provided us with the reasons and evidence for absence, however we are still required to monitor your child's attendance.

We are writing to inform you that your child's attendance will be closely monitored, and an immediate improvement is expected. If you have any queries or concerns or would like support, please contact us on the following number and ask to speak to the Home School Workers: 020 7987 3737.

Yours sincerely,

Rukeya Begum and Lipi Islam

(Home School Workers)

North Building
51 Three Colt Street, Limehouse, London E14 8HH
Tel: 020 7987 3737 **Fax:** 020 7517 9345

21.3. Appendix 3 - Attendance Codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
#	Planned school closure	Planned whole or partial school closure.
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement
C	Exceptional circumstances	Leave of absence granted by HT for exceptional circumstances
S	Study leave	Pupil is granted study leave
C1	Regulated performance	Pupil takes a leave of absence for participating in a regulated performance
C2	Part time absence	Part time pupil takes a leave of absence
E	Suspension no provision	Pupil is suspended or permanently excluded but no alternative provision has been made
I	Illness	Pupil is absent due to illness
H	Authorise Holiday	Pupil attending an authorised holiday

M	Medical	Pupil attending a medical or dental appointment
K	LA Provision	Attending provision arranged by LA
R	Religious observance	Pupil is absent due to religious observance
G	Unauthorised holiday	Pupil is absent due to unauthorised holiday
O	Unauthorised absence	Pupil's absence is unauthrosied
U	Arrived after registration	Pupil arrived after registration closed
N	Reason not yet provided	Reason for pupils absence has not yet been provided
X	Not required to be in school	Pupil is not required to be in school
T	Traveller absence	Pupil is absent due to traveller absence
Q	Absent due to lack of access	Pupil is absent due to lack of access arrangements
V	Educational visit	Pupil is attending education visit or trip, approved by the school
D	Dual registered	Pupil is dual registered at another educational establishment
Y1	Unavailable regular transport	Pupil is absent due to their regular transport not being available
Y2	Travel disruption	Pupil is absent due to travel disruption
Y3	Part site closure	Pupil is absent due to part of school site being closed
Y4	Full school closure	Pupil is absent due to school site being closed
Y5	Criminal justice detention	Pupil is absent due to being in criminal justice detention
Y6	Health guidance	Pupil is absent due to public health guidance or law
Y7	Unavoidable cause	Pupil is absent due to any other unavoidable cause

Z	Admissions	Pupil is not on admission register