



Kingsway Primary School — Attendance Policy 2026–2029

Belong First. Attend to Thrive.

Approval and Document Control

Approval Information

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Document Control

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Main Amendments

Complete revision to align with updated DfE statutory guidance (2024–2026), Kingsway Inclusion Strategy, Kingsway Attendance Strategy and Kingsway Disadvantaged Strategy. Updated roles and responsibilities, DSL/DDSL structure, attendance thresholds, complaints procedure alignment with Inspiring Learners MAT procedure.

- ❏ This policy should be read alongside: Safeguarding and Child Protection Policy; Inclusion Strategy 2026–2029: Belong First. Thrive Together; Attendance Strategy 2026–2029: Belong First. Attend to Thrive; Disadvantaged Strategy 2026–2029: Disadvantage Never Determines Destination; SEND Policy; Behaviour and Relationships Policy; Supporting Pupils with Medical Conditions Policy; Inspiring Learners Trust Complaints Policy.

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1. Policy Context

Attendance at Kingsway Primary School is understood as a safeguarding priority, an inclusion priority and a fundamental driver of educational outcomes. This policy sets out the school's statutory duties, operational procedures and relational approach to securing the regular attendance of all pupils.

Kingsway Primary School believes that attendance is built through belonging. When children feel safe, valued and connected to their school community, they attend. Our approach to attendance is therefore inseparable from our approach to inclusion, pastoral care and safeguarding.

Our Attendance Strategy 2026–2029 identifies four interconnected barrier domains that shape every child's relationship with school:



School Experience

Sense of belonging, relationships with adults and peers, learning accessibility, safety and environment.



Emotional Wellbeing

Anxiety, mental health, trauma, emotional dysregulation and EBSA.



Physical Health

Medical needs, chronic illness, health-related absence and sleep.



Family Context

Family structure, parental capacity, socioeconomic barriers and home circumstances.

No barrier domain is more important than another. All four must be understood relationally — with curiosity, not judgement. Data tells us where to look. Relationships help us understand why.

Every Day Matters	Relational and Accountable	Whole-School Responsibility
Every day in school matters. Every absence has an impact on learning, wellbeing, social development and life chances.	Relational practice and accountability are not in opposition. A warm, supportive approach to families does not preclude firm, consistent action where attendance does not improve.	Attendance is a whole-school responsibility.— it is embedded in the culture, relationships and daily practice of every member of staff.

 We will always lead with support, partnership and genuine curiosity about what is getting in the way. Where, despite sustained effort on all sides, attendance does not improve, the school has a statutory duty to act — and it will. Our commitment to children is precisely why we will not step back from that duty.

2. Vision — Belong First. Attend to Thrive.

Kingsway Primary School's attendance vision is expressed in six interconnected commitments drawn directly from our Attendance Strategy 2026–2029. These are not sequential steps — they are a continuous, mutually reinforcing cycle that places belonging at the heart of everything we do. *Attendance is not something we make children do. Attendance is something we make children want.*

Our vision is rooted in the understanding that children come to school when school feels like a place where they belong — where they are known, valued, and safe. Belonging is not the outcome of attendance. Belonging is the **cause** of attendance. We build belonging first — always.



Belonging

Every child at Kingsway belongs. Belonging is not earned through attendance — it is the foundation upon which attendance is built.

Attendance

Regular, punctual attendance is the mechanism through which children access their education. We hold high expectations for all pupils.

Engagement

Attendance alone is not sufficient. Children must be engaged — in their learning, in their relationships and in the life of the school.

Participation

Full participation in school life builds confidence, identity and aspiration. We actively remove barriers to participation for all pupils.

Achievement

Regular attendance and active participation are the preconditions for achievement. We track the relationship between attendance and attainment for all pupils.

Thriving

Our ultimate goal is not compliance — it is flourishing. We want every child at Kingsway to thrive: academically, socially, emotionally and personally.

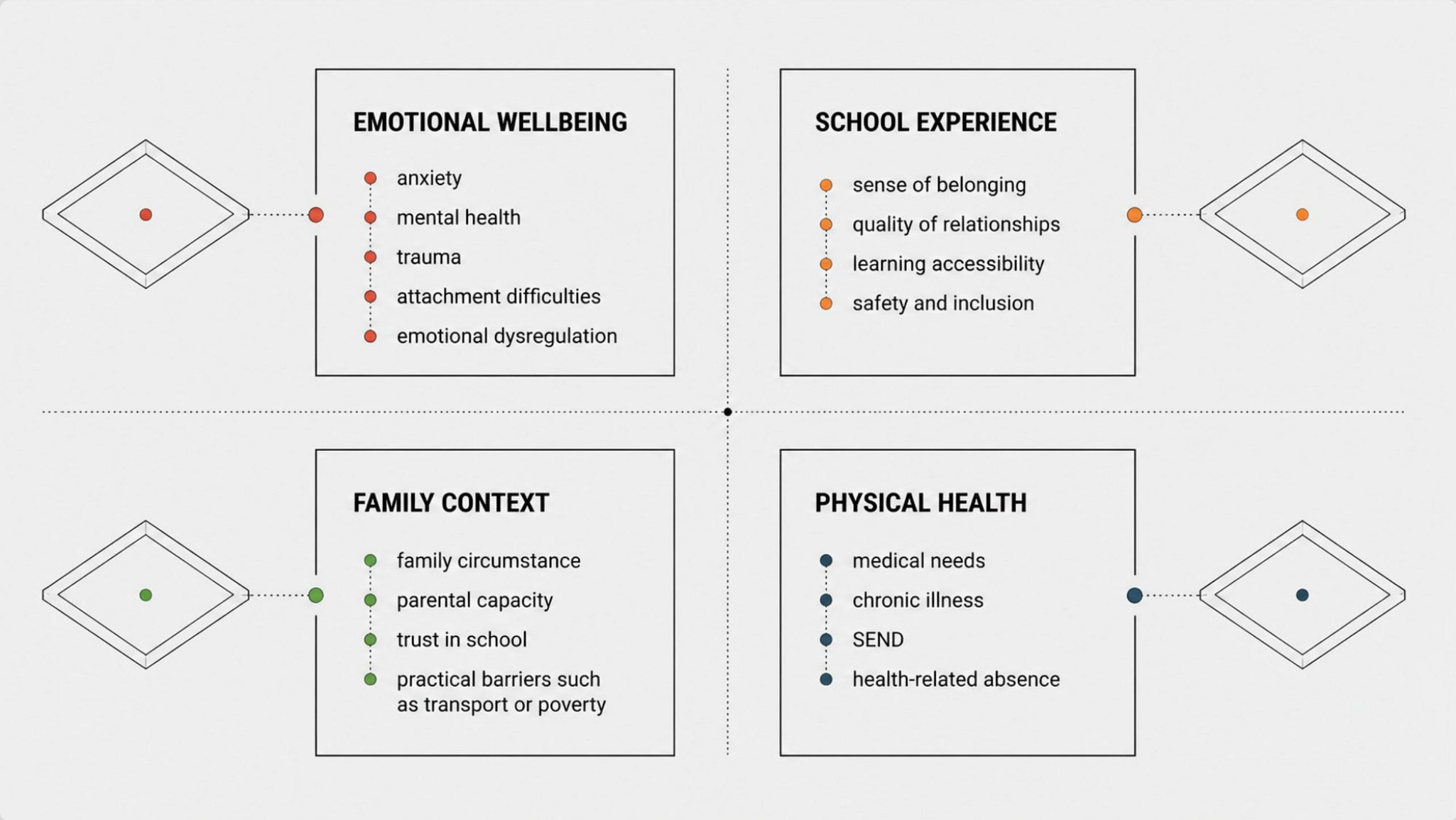
3. Legislative Framework

This policy is informed by and compliant with the following statutory guidance, legislation and frameworks. These statutory duties directly inform every procedure set out in this policy. Where procedures reference specific thresholds, timescales or actions, these are grounded in the framework below.

	Working Together to Improve School Attendance (DfE, updated July 2026) Sets out the statutory duties of schools, local authorities and other partners in securing regular attendance. Defines the roles of the school, the local authority and the National Framework for Penalty Notices. This guidance is statutory and must be followed. The most recent update was published 9 July 2026 and supersedes all previous versions.
	Keeping Children Safe in Education (DfE, 2026) Establishes the safeguarding duties of schools, including the duty to identify children who may be at risk of harm. Absence from school is explicitly identified as a potential indicator of abuse, neglect or exploitation. The 2026 edition comes into force from 1 September 2026 and is the version that governs this policy.
	Working Together to Safeguard Children (HM Government, 2026) Sets out the multi-agency framework for safeguarding children. Informs the school's approach to information sharing, welfare checks and escalation. Updated March 2026.
	Education Act 1996 Places a legal duty on parents to ensure their child receives a suitable full-time education. Provides the legal basis for school attendance orders and prosecution.
	Children Act 1989 and Children Act 2004 Establish the welfare of the child as the paramount consideration. Underpin the school's safeguarding response to absence and the multi-agency approach to children in need and children at risk.
	Equality Act 2010 and SEND Code of Practice (2015) Requires the school to make reasonable adjustments for pupils with disabilities and protected characteristics. Informs the school's approach to attendance for pupils with SEND, medical conditions and EBSA.
	Children Missing Education Guidance (DfE, 2016) Defines children missing education and sets out the duties of schools and local authorities to identify and re-engage them.
	National Framework for Penalty Notices (DfE, 2024) Establishes the national threshold for penalty notices — 10 sessions of unauthorised absence in a rolling 10-week period — and the escalating penalty structure.
	Education (Pupil Registration) Regulations 2024 Updated regulations governing the keeping of admission and attendance registers, including requirements for daily data sharing with the local authority.

4. Core Principles

These six principles are drawn directly from our Attendance Strategy 2026–2029. They are not policies — they are the values that shape every conversation, every decision, and every relationship we build around attendance at Kingsway. They underpin the HOW of everything that follows in this policy.



4.1 Belonging Comes First

Children attend school when they feel they belong. Kingsway invests in the conditions for belonging — through strong relationships, inclusive practice, a welcoming environment and a culture in which every child is known by name and by need.



4.2 Curiosity Before Judgement

Before drawing conclusions about a family's commitment to education, we seek to understand. We ask questions. We listen. We explore the barriers. Professional curiosity is not optional: it is a safeguarding and ethical imperative.



4.3 Families Are Partners

Parents and carers are the school's most important partners in securing attendance. We work with families, not against them. We communicate clearly, honestly and respectfully. We offer support before we apply pressure.



4.4 Attendance Is Safeguarding

Absence from school can be an indicator of abuse, neglect, exploitation or significant harm. Every unexplained absence is treated as a potential safeguarding concern until the welfare of the child has been established. This principle is non-negotiable.



4.5 Everyone Has a Role

Attendance is not the responsibility of the Attendance Lead alone. Every member of staff has a role in noticing, responding to and supporting attendance. A whole-school culture of attendance is built through shared ownership and consistent practice.



4.6 Early Intervention Matters

The earlier a concern is identified and addressed, the better the outcome. Kingsway operates a proactive, graduated model of attendance support that begins at the first sign of concern — not when absence has already become entrenched.

5. Roles and Responsibilities

Attendance at Kingsway is a whole-school responsibility. The roles below reflect the team approach we take to supporting every child to attend. Each role is defined by its contribution to that shared goal. Where a child has a vulnerability, they will receive targeted support from the member of the Attendance Team who has the most effective relationship with that family.



Role	Named Person	Key Responsibility
Headteacher / DSL	Miss K Baskeyfield	Overall strategic and operational responsibility; Level 4 meetings; penalty notice referrals; all safeguarding attendance concerns reported here first
Deputy Headteacher / KS2 Lead / DDSL	Miss C Lowe	KS2 attendance monitoring; Level 3 meetings; complex case support; DDSL for KS2 safeguarding concerns
DDSL	Mrs B Jones	Safeguarding oversight; CP attendance procedures; social worker liaison; welfare check support
Assistant Headteacher (EYFS & KS1) / DDSL	Mr D Taylor	EYFS and KS1 attendance monitoring; welfare checks for younger pupils; DDSL for EYFS/KS1 concerns
Attendance Lead	Miss Louise Morgan	Day-to-day operational management; first day response; welfare checks; Levels 1–2 meetings; CPOMS recording
Behaviour Lead	Mr Gareth Dale	Pastoral and behaviour-related attendance support; welfare checks; external agency liaison
Pastoral Lead	Miss Elizabeth Dunstan	Relational pastoral support for pupils and families; barrier identification; attendance support meetings and welfare checks as directed

5. Roles and Responsibilities (continued)

5.1 Headteacher and DSL

- Holds overall strategic and operational responsibility for attendance across the school.
- Ensures attendance is embedded as a safeguarding, inclusion and outcomes priority in school development planning.
- Chairs Level 4 Attendance Support Meetings and makes decisions regarding escalation to the Local Authority.
- Authorises or declines requests for term time leave and signs penalty notice referrals.
- Reports attendance data and trends to the Full Governing Body termly.
- Maintains oversight of all pupils with attendance below 90% and all pupils on child protection plans.
- As DSL, holds overall strategic responsibility for safeguarding within the school. All safeguarding attendance concerns are reported to Miss Baskeyfield in the first instance.

5.2 Deputy Headteacher, KS2 Lead and DDSL

- Holds specific responsibility for attendance monitoring and support within Key Stage 2.
- Supports the Headteacher in strategic oversight of attendance across the school.
- Chairs Level 3 Attendance Support Meetings and, in the absence of the Headteacher, Level 4 meetings.
- As DDSL, provides safeguarding oversight of attendance concerns, particularly for KS2 pupils who are vulnerable, receiving Early Help support, subject to Child Protection Plans, Child in Need Plans or who are Looked After.
- Ensures all safeguarding-related attendance concerns are recorded accurately on CPOMS.

5.3 DDSL

- Provides safeguarding oversight of attendance concerns, particularly for pupils who are vulnerable, receiving Early Help support, subject to Child Protection Plans, Child in Need Plans or who are Looked After.
- Attends Attendance Support Meetings where safeguarding concerns are present.
- Supports the safeguarding response to unexplained absence, including welfare checks, social worker liaison and multi-agency working.
- Liaises with Children's Services, the police and other statutory agencies where welfare cannot be established.

5.4 Assistant Headteacher (EYFS and KS1) and DDSL

- Holds responsibility for attendance monitoring and support within EYFS and KS1.
- Ensures that attendance concerns in the early years are identified and escalated promptly.
- Works closely with families of younger pupils to establish positive attendance habits from the earliest stage.
- As DDSL, provides safeguarding oversight of attendance concerns for EYFS and KS1 pupils.

5.5 Attendance Lead

- Leads the day-to-day operational management of attendance across the school.
- Manages the first day response process, ensuring all unexplained absences are followed up on the day of absence.
- Monitors attendance data daily, weekly and termly, identifying trends and concerns at the earliest opportunity.
- Conducts welfare checks in accordance with Section 12 of this policy.
- Chairs Levels 1–2 Attendance Support Meetings and prepares documentation for Level 3 and Level 4.
- Issues attendance contracts and monitors compliance.
- Liaises with Trafford Local Authority, the Trafford Attendance Team and other external agencies.
- Maintains accurate and up-to-date records on CPOMS for all attendance-related concerns and interventions.

5.6 Behaviour Lead

- Supports the Attendance Lead in managing attendance cases where behaviour, emotional wellbeing or social factors are a contributing barrier.
- Contributes to welfare checks and Attendance Support Meetings.
- Liaises with external agencies including CAMHS, Early Help and the Education Welfare Service.

5.7 Pastoral Lead

- Provides relational pastoral support to pupils and families experiencing attendance difficulties.
- Builds and maintains trusted relationships with families, acting as a key point of contact for those who may find formal processes difficult to navigate.
- Supports the identification of barriers to attendance and contributes to the development of support plans.

5.8 Governors

- The Full Governing Body approves this policy and holds the Headteacher to account for attendance outcomes.
- The nominated Attendance Governor receives termly attendance reports and scrutinises the school's response to persistent and severe absence.

5.9 Class Teachers, Teaching Assistants and All Staff

Class Teachers

- Take and submit accurate registers at the start of every session in accordance with the school's registration procedures.
- Identify and report concerns about attendance, punctuality or patterns of absence to the Attendance Lead at the earliest opportunity.
- Attend Attendance Support Meetings where possible, contributing knowledge of the child's engagement, progress, friendships and wellbeing.
- Discuss the impact of absence on progress, attainment, friendships, social interactions and participation with families and pupils in a sensitive and supportive manner.
- Support attendance plans by implementing agreed strategies within the classroom, including reasonable adjustments, nurture approaches and re-engagement activities.
- Maintain a welcoming, inclusive classroom environment that supports every child's sense of belonging.

All Staff

- ➔ Understand that attendance is a safeguarding issue and that unexplained absence must always be taken seriously.
- ➔ Greet returning pupils warmly and without judgement, supporting their reintegration into school life.
- ➔ Report any concerns about a child's welfare, wellbeing or attendance to the Attendance Lead or DSL without delay.
- ➔ Model and promote a culture in which attendance is valued, celebrated and supported — not merely monitored.
- ➔ Participate in whole-school attendance initiatives, training and professional development as required.

Teaching Assistants

Support the class teacher in identifying and reporting attendance concerns.	Build and maintain positive relationships with pupils who are at risk of or experiencing attendance difficulties.
Implement agreed strategies within the classroom as part of an attendance support plan.	Report any disclosures, concerns or changes in a child's presentation to the class teacher or Attendance Lead immediately.

6. Parents' Responsibilities

Parents and carers have a legal duty under **Section 7 of the Education Act 1996** to ensure that their child of compulsory school age receives a suitable full-time education. At Kingsway Primary School, we recognise that fulfilling this duty is not always straightforward, and we are committed to working in partnership with families to remove barriers and provide support.

Parents and carers are expected to:



Attend Regularly

Ensure their child attends school regularly, punctually and prepared to learn on every day that school is open.



Contact on Day One

Contact the school on the first day of every absence, **before 9:00am**, to explain the reason for absence. This must be done on every subsequent day of absence.



Provide Medical Evidence

Provide medical evidence where absence is due to illness, where the school requests it or where a pattern of medical absence is identified.



Engage with Support

Attend all Attendance Support Meetings to which they are invited and engage constructively with the support offered. Engage with any attendance plan, attendance contract or external support that is put in place.



Avoid Term Time Absence

Avoid booking holidays, appointments or other activities during term time wherever possible. Notify the school in advance of any planned absence and seek authorisation where appropriate.

We will always seek to work with families before we escalate. Where, despite our best efforts together, attendance does not improve and engagement with support is not sustained, the school has a statutory duty to act. This may include escalating to the Trafford Local Authority, the issuing of a penalty notice, a School Attendance Order or, in the most serious cases where all relational intervention has been unsuccessful, prosecution under Section 444 of the Education Act 1996. These steps are never taken lightly — they are taken when all other avenues have been exhausted and the child's right to an education must be protected.

7. Daily Attendance Procedures

7.1 Registration

- Registers are taken electronically at the start of every morning and afternoon session using the school's management information system.
- Morning registration opens at **8:45am**. The register closes at **9:15am**. Pupils arriving after 9:15am without a valid reason are marked as late after register closes (code U — unauthorised absence).
- Afternoon registration takes place at **1:00pm**.
- Class teachers are responsible for the accuracy of their register at every session. Any uncertainty about a pupil's presence must be resolved immediately.

7.2 Attendance Coding

- All absences are coded in accordance with the DfE's statutory attendance codes as set out in *Working Together to Improve School Attendance* (DfE, updated July 2026).
- Absence is coded as authorised only where the school is satisfied that the reason given is genuine and meets the threshold for authorisation. **The decision to authorise absence rests with the Headteacher or their delegate — not with the parent.**
- Common codes include: **B** (off-site educational activity), **C** (other authorised circumstances), **I** (illness), **M** (medical/dental appointment), **N** (reason not yet established), **O** (other unauthorised), **U** (late after register closes).
- Where a reason for absence has not been provided by 9:30am, the absence is initially coded N. If no reason is received by the end of the day, the absence is coded O (unauthorised).

7.3 Late Arrival

- Pupils arriving after the register has closed (9:15am) must sign in at the school office. The time of arrival is recorded.
- Late arrival is monitored as part of the overall attendance picture. Persistent lateness is treated as a pattern of concern and triggers the same graduated response as absence.
- Parents of pupils who are regularly late will be contacted by the Attendance Lead and invited to an Attendance Support Meeting.

7.4 Daily Attendance Review

- The Attendance Lead reviews the daily attendance picture each morning by **9:30am**.
- All unexplained absences are identified and the first day response process is initiated immediately (see Section 8).
- Attendance data is reviewed weekly and termly to identify trends, patterns and emerging concerns.

8:45am

Morning registration opens

9:15am

Register closes — late arrivals coded U

9:30am

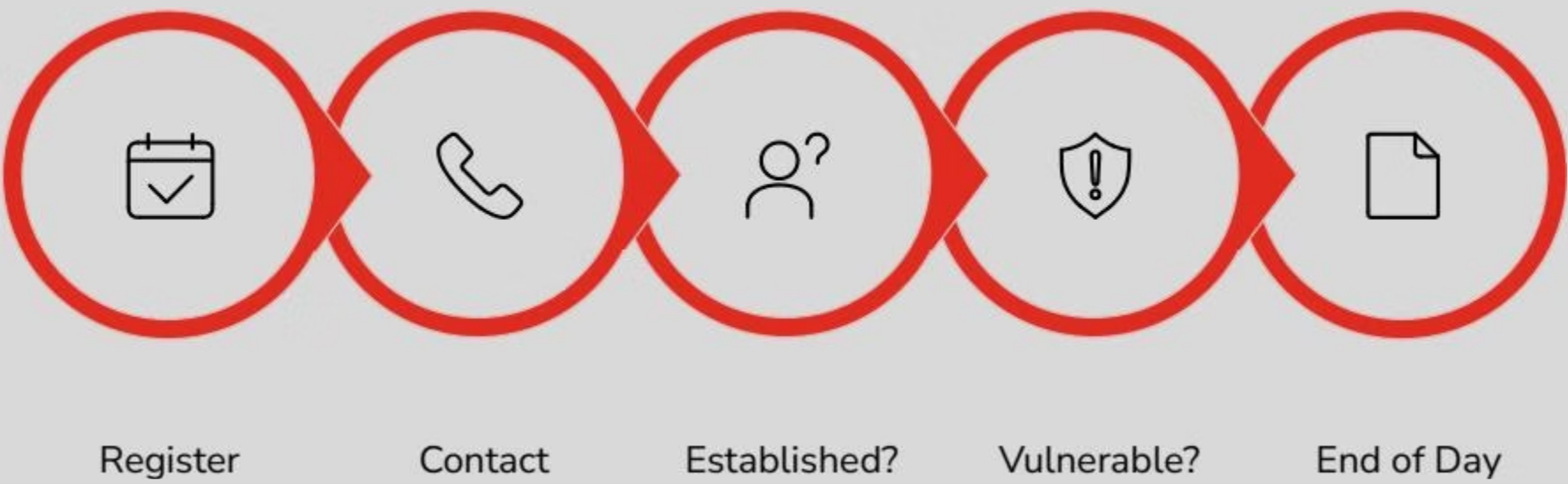
Daily attendance review by Attendance Lead

1:00pm

Afternoon registration

8. First Day Response

Kingsway Primary School operates a robust first day response to all unexplained absences. The purpose of the first day response is to maintain relationships with the family, establish the welfare of the child, understand the reason for absence, identify any barriers to attendance and fulfil the school's safeguarding duties. We approach every first day call with warmth and genuine concern — our first question is always: *how can we help?*



8.1 Procedure

- Where no contact has been received from a parent or carer by **9:30am**, the Attendance Lead initiates the first day response.
- All contact numbers held on the school's management information system are attempted in sequence — primary contact, secondary contact, emergency contacts.
- Where a parent or carer cannot be reached by telephone, an email is sent to the address held on record, requesting an explanation for the absence and asking the family to make contact with the school.
- Where contact is established, the reason for absence is recorded on the school's management information system and coded appropriately.
- Where contact cannot be established and the pupil is not subject to a child protection plan or other safeguarding concern, the absence is coded N and the Attendance Lead continues to attempt contact throughout the day.
- Where contact cannot be established and the pupil is subject to a child protection plan, a child in need plan or is otherwise identified as vulnerable, the enhanced procedures set out in Sections 9 and 10 are initiated immediately.

8.2 Purpose of First Day Response

Establish Welfare To confirm that the child is safe and accounted for.	Understand Barriers To identify any school-based, emotional, medical or home-based barriers to attendance that the school can help to address.
Offer Support To communicate the school's commitment to supporting the family and to signpost relevant services where appropriate.	Fulfil Safeguarding Duties To ensure that the school has taken all reasonable steps to establish the whereabouts and welfare of the chi

9. Safeguarding Response to Absence

At Kingsway Primary School, attendance is understood as a safeguarding issue. Absence from school — particularly unexplained, sudden or patterned absence — can be an indicator of abuse, neglect, exploitation or significant harm. The school's response to absence is therefore always informed by its safeguarding duties.

Safeguarding Oversight — DSL and DDSL Structure

All safeguarding attendance concerns are reported in the first instance to the Designated Safeguarding Lead, **Miss K Baskeyfield** (Headteacher and DSL). Miss Baskeyfield will then make the decision as to whether it is appropriate to delegate responsibility to a DDSL.

- Miss C Lowe (Deputy Headteacher and KS2 Lead) — DDSL
- Mrs B Jones — DDSL
- Mr D Taylor (Assistant Headteacher, EYFS and KS1) — DDSL

Where attendance concerns intersect with safeguarding risk, the school's safeguarding procedures take precedence. The welfare of the child is always the paramount consideration.

9.1 Enhanced Procedures for Vulnerable Pupils

- **Open to Child Protection (CP) support:** Immediate response on day one of unexplained absence. See Section 10.
- **Open to Child in Need (CiN) support:** Contact attempted on day one. Allocated social worker informed if contact cannot be established by midday.
- **Receiving Early Help support:** Contact attempted on day one. Early Help worker informed if contact cannot be established by end of day.
- **Open to a Trafford Team Together (TTT) approach:** Lead professional informed on day one if contact cannot be established.
- **With an EHCP or receiving SEN support:** Attendance Lead liaises with the relevant DDSL and, where the child is also open to social care involvement, with the allocated social worker.
- **Looked After Children (LAC):** Virtual School Head and allocated social worker informed on day one of unexplained absence.

9.2 Recording

- All safeguarding-related attendance concerns, contacts, welfare checks and escalations are recorded on CPOMS on the day they occur.
- Records include the time of contact attempts, the outcome of each attempt, any information received and any action taken.
- CPOMS records are reviewed by the DSL and are available to support multi-agency information sharing where require

10. Child Protection Absence Procedures

Where a pupil who is open to a Child Protection support is absent from school without explanation, the school's response is immediate, structured and safeguarding-led.

1. **Day 1 — Before 9:30am:** Attendance Lead identifies the absence during the morning registration review and immediately notifies the DSL (Miss K Baskeyfield). Miss Baskeyfield will determine whether to manage the response directly or to delegate to a DDSL. All contact numbers are attempted without delay.
2. **By 10:00am — No Contact:** The DSL or delegated DDSL contacts the allocated social worker to inform them of the unexplained absence. A same-day welfare check is initiated in accordance with Section 12 of this policy.
3. **Welfare Check Outcome:** If welfare is established and a satisfactory explanation received, this is recorded on CPOMS and the social worker is informed. If welfare cannot be established, the DSL escalates immediately to Children's Services.
4. **Escalation if Required:** If the family cannot be located or the child's safety cannot be confirmed, the DSL requests a police welfare check (see Section 13). All actions are recorded on CPOMS with timestamps.



All actions, contacts, outcomes and decisions are recorded on CPOMS on the day they occur, with timestamps. The DSL (Miss K Baskeyfield) reviews the CPOMS record and ensures that all required notifications have been made.

11. Welfare Checks

At Kingsway Primary School, home visits are referred to as **welfare checks**. This terminology reflects the purpose of the visit: to maintain relationships, establish the welfare of the child, not to monitor or police the family. We approach every welfare check with care, professionalism and genuine concern for the child and family.



11.1 Purpose of Welfare Checks

Purpose	Detail
Safeguarding	To establish that the child is safe and not at risk of harm.
Welfare Verification	To confirm the child's physical and emotional wellbeing.
Barrier Identification	To understand the reasons for absence and identify any school-based, emotional, medical or home-based barriers the school can help to address.
Support	To communicate the school's commitment to the family and to offer or signpost appropriate support.

11.2 Welfare Check Thresholds

Pupil Group	Threshold
All Pupils	After 3 consecutive days of unexplained absence
Vulnerable Pupils (CP, CiN, Early Help, LAC, SEND, EBSA)	From Day 2 , at the discretion of the Attendance Lead and DSL
Immediate Concern	At any point where the Attendance Lead or DSL has a safeguarding concern, regardless of days absent

12. Welfare Check Procedures

Welfare checks at Kingsway Primary School are conducted by the Attendance Lead. **The Attendance Lead never undertakes a welfare check alone.** They are always accompanied by a second member of staff.

12.1 Accompanying Staff

The second member of staff accompanying the Attendance Lead on a welfare check will be one of the following designated leaders:

- Mrs B Jones (DDSL)
- Mr Gareth Dale (Behaviour Lead)
- Miss Elizabeth Dunstan (Pastoral Lead)
- Mr D Taylor (Assistant Headteacher, EYFS and KS1 / DDSL)
- Miss C Lowe (Deputy Headteacher / DDSL)
- Or another designated staff member as agreed with the Headteacher.

Where a child has a vulnerability, the accompanying member of staff will, wherever possible, be the person from the Attendance Team who has the most effective relationship with that family.

12.3 Recording

All welfare checks — whether announced or unannounced, whether the family is at home or not — are recorded on CPOMS on the day of the visit. The record includes:

- The date and time of the visit
- The names of the staff who attended
- The outcome of the visit
- Any information received
- Any concerns identified
- Any action taken

The DSL (Miss K Baskeyfield) reviews all welfare check records and determines whether further action is require

12.2 Announced and Unannounced Visits

Welfare checks may be announced or unannounced.

Unannounced welfare checks are permissible and may be necessary where:

- No communication has been received from the family despite repeated attempts.
- There are welfare or safeguarding concerns about the child.
- The pupil's attendance is below 90%.
- There are active safeguarding concerns, including a child protection plan or child in need plan.

13. Police Welfare Checks

Where the school has been unable to establish the welfare of a child through its own welfare check procedures, and where safeguarding concerns remain, the school may request police assistance to undertake a welfare check at the family home.

13.1 Threshold for Police Welfare Check

A police welfare check may be requested where:

- The school has been unable to make contact with the family by telephone, email or in person.
- A welfare check at the family home has not established the child's safety.
- The child is subject to a child protection plan, a child in need plan or is otherwise identified as at risk of significant harm.
- The DSL has reasonable grounds to believe that the child may be at risk of harm and that immediate action is required.
- The child has been absent for a sustained, unexplained period and all other avenues of contact have been exhausted.

13.2 Process

- The decision to request a police welfare check is made by the DSL (Miss K Baskeyfield) or, where she has delegated responsibility, by the relevant DDSL.
- Where the child has an allocated social worker, the social worker is informed before the police are contacted, unless the DSL believes that immediate risk exists and that delay would place the child in danger.
- The DSL or DDSL contacts the police via the non-emergency number **(101)** or, where immediate risk is identified, via **999**.
- The DSL or DDSL provides the police with all relevant information, including the child's name, address, date of birth, the reason for concern and the steps already taken by the school.

13.3 Recording and Follow-Up

- All decisions, contacts and outcomes relating to police welfare checks are recorded on CPOMS with timestamps.
- The DSL ensures that Children's Services are informed of the outcome and that any required multi-agency action is initiated without delay.

14. Attendance Monitoring Thresholds

Kingsway Primary School monitors attendance against the following thresholds. Each threshold triggers a defined level of response, proportionate to the level of concern. Our response at every level is relational first — we seek to understand barriers before we escalate.

Attendance Level	Category	Response
96% and above (Fewer than 8 days / 15 sessions missed)	Good attendance	Celebrated. Positive recognition. No intervention required. Attendance data shared with families termly.
95% (Up to 10 days / 19 sessions missed)	National expected standard	Monitored. Families informed of attendance figure at parents' evening and in termly reports. No formal intervention unless a pattern of concern is identified.
93–95% (10–14 days / 19–27 sessions missed)	Attendance concern (monitoring)	Letter home to parents. Attendance Lead makes contact. Attendance discussed at next parents' evening. Attendance monitored fortnightly. Barriers to attendance explored.
90–93% (14–19 days / 27–36 sessions missed)	Attendance concern (early intervention)	Attendance Support Meeting (Level 1). Attendance contract considered. Attendance plan developed. Fortnightly monitoring. Barriers explored in depth. Referral to Early Help considered.
Below 90% (More than 19 days / 38+ sessions missed)	Persistent Absence (formal intervention)	Attendance Support Meeting (Level 2 or 3). Attendance contract issued. Welfare check considered. Referral to Trafford Attendance Team. Penalty notice considered where absence is unauthorised.
Below 50% (More than 95 days / 190+ sessions missed)	Severe Absence (urgent multi-agency response)	Immediate escalation to Headteacher and DSL. Level 4 Attendance Support Meeting. Welfare check. Referral to Children's Services considered. Multi-agency plan. Possible legal action.

 Children with attendance in the 93–95%, 90–93% and below 90% bands will all be monitored through the attendance procedures outlined in this policy. Children with any vulnerability will receive targeted support from the member of the Attendance Team with the most effective relationship with their family.

15. Attendance Support Levels

Kingsway Primary School operates a graduated model of Attendance Support Meetings. Each level represents an escalation in the level of school leadership involvement, reflecting the seriousness of the attendance concern. Meetings are supportive in tone but clear in expectation. We call these **Attendance Support Levels** (not "stages") to distinguish them clearly from the Inspiring Learners Trust Complaints Procedure stages.

1

Level 1 — 93–95% or pattern of concern identified

Attendance Lead alongside the most appropriate member of the Senior Leadership/Safeguarding Team to explore the barriers to attendance. Agree support to be put in place for the child and family.

2

Level 2 — 90–93% or no improvement following Level 1

Attendance Lead and most appropriate member of the Senior Leadership/Safeguarding Team to agree a relational support plan. Attendance Team/Safeguarding Team to discuss further action as part of ongoing Attendance Team meetings and agree a key worker to provide support. Seek support from the Local Authority Attendance Team. Meet regularly with the family to provide relational support.

3

Level 3 — Below 90% or no improvement following Level 2

Formal meeting with Attendance Lead and Deputy Headteacher. Consider multi-agency review. Attendance plan in place.

4

Level 4 — No improvement following Level 3 or Severe Absence (below 50%)

Meet with Attendance Lead, Deputy Headteacher and Headteacher to agree next steps. Final level of school intervention prior to escalation to Local Authority.

15.2 Standard Meeting Agenda and Recording

Standard Meeting Agenda — Barriers to Attendance

At every Attendance Support Meeting, the agenda will include a structured exploration of barriers to attendance. We believe that understanding barriers is the foundation of effective support.

1. Welcome and introductions. Explanation of the purpose of the meeting — we are here to help, not to judge.
2. Presentation of attendance data: current percentage, sessions missed, pattern of absence.
3. Parent/carer's account of the reasons for absence.
4. Exploration of barriers to attendance: **school-based barriers** (e.g. relationships, curriculum, environment); **emotional barriers** (e.g. anxiety, EBSA, bereavement); **medical barriers** (e.g. chronic illness, appointments); **home-based barriers** (e.g. family stress, housing, caring responsibilities).
5. School's response: support offered to date and its impact.
6. Agreement of support strategies to address identified barriers.
7. Setting of attendance targets and review date.
8. Explanation of next steps if attendance does not improve.
9. Signing of attendance contract where appropriate.

15.3 Recording

- All Attendance Support Meetings are recorded using the school's standard Attendance Support Meeting record form (see Appendix D).
- A copy of the record is provided to the parent or carer at the end of the meeting or sent home within **48 hours**.
- The record is uploaded to CPOMS and linked to the pupil's attendance file.

 Attendance Support Levels (1–4) are internal school processes for supporting and escalating attendance concerns. They are entirely distinct from the Inspiring Learners Trust Complaints Procedure Stages (1–7), which are set out in Section 27.

16. Attendance Contracts

An Attendance Contract is a formal written agreement between the school and the parent or carer, setting out the expectations, support and targets agreed at an Attendance Support Meeting.

An Attendance Contract is not a punitive document — it is a shared commitment. It records what the school will do as well as what we are asking of the family.

16.1 Content of an Attendance Contract

- The pupil's current attendance figure and the sessions missed to date.
- The agreed attendance target and the review date.
- The barriers to attendance identified at the meeting (school-based, emotional, medical, home-based).
- The support the school will provide (e.g. pastoral check-ins, adjusted start arrangements, referral to Early Help).
- The commitments the parent or carer agrees to make (e.g. daily contact on days of absence, attendance at review meetings).
- A clear statement of the consequences if attendance does not improve, including the possibility of a penalty notice, referral to the Trafford Attendance Team or legal proceedings.

16.2 Review Process

- Attendance Contracts are reviewed at the next Attendance Support Meeting, scheduled at the time the contract is issued (typically within **4–6 weeks**).
- At the review meeting, attendance data is presented and progress against the target is discussed.
- Where the target has been met and attendance is improving, the contract may be closed or extended with revised targets.
- Where the target has not been met, the contract is escalated to the next level of the graduated model.

16.3 Escalation

Where a parent or carer fails to engage with the Attendance Contract process, or where attendance continues to decline despite the contract, the school will escalate its response in accordance with the graduated model set out in Section 15. Escalation may include referral to the Trafford Attendance Team, the issuing of a penalty notice or, in the most serious cases, referral to the Local Authority for legal proceedings.

17. Professional Curiosity

Professional curiosity is the practice of genuinely seeking to understand what is happening in a child's life — not to catch families out, but to walk alongside them. At Kingsway Primary School, professional curiosity is both a **safeguarding imperative** and a relational commitment. It is how we notice when a child needs more from us, and how we build the trust that allows families to tell us the truth.

17.1 Noticing When a Child Needs More

Staff should exercise professional curiosity in relation to attendance when:

- Patterns of absence don't quite add up — and we want to explore what's really going on.
- Explanations feel inconsistent or seem to shift between contacts — and we want to understand the fuller picture.
- We have concerns about a child's home circumstances — and we want to make sure they are safe and supported.
- Support we have offered is repeatedly declined — and we want to find out what is making this hard and how we can help differently.
- A family seems to be struggling to engage with meetings, welfare checks or school contact — and we want to find out how we can help.
- A child seems anxious, withdrawn or reluctant — and we want to understand why.
- There are known or suspected pressures within the family, including domestic abuse, substance misuse, mental health difficulties or involvement with the criminal justice system — and we want to make sure the child is safe.

17.2 What Professional Curiosity Looks Like at Kingsway

Professional curiosity is not interrogation — it is genuine interest in a child's life and a family's experience.

- Asking open, non-judgemental questions: *"Can you help me understand what's been making it difficult to get to school?"*
- Not accepting the first explanation at face value where it does not feel consistent with what is known about the child or family.
- Sharing concerns with the Attendance Lead and DSL, even where they feel uncertain or minor.
- Triangulating information from different sources — the register, CPOMS, the class teacher, the child themselves.
- Recording concerns accurately and promptly on CPOMS, even where no immediate action is taken.

We always start from a position of care, not suspicion. Our goal is to understand, to support and — where necessary — to act.

17.3 Safeguarding and Relationships: Both Matter

Professional curiosity does not mean assuming the worst. It means staying curious, staying connected and staying alert — all at the same time. We hold the safeguarding imperative and the relational commitment together. Where something does not feel right, we act — but we do so with care, with transparency and with the family's trust in mind wherever possible. The DSL is always available to support staff in thinking through concerns and deciding on the right response.

17.4 When Families Find It Hard to Engage

Where families find it difficult to engage with the support we offer, our first response is curiosity, not frustration. We ask: what is making this hard? What do they need from us that we haven't yet offered? We keep reaching out — warmly, consistently and without judgement. At the same time, where a child's welfare is at risk and engagement is not forthcoming, the school's safeguarding responsibilities remain in place. We will always be transparent with families about where we are in that process.

18. Attendance and SEND

Kingsway Primary School holds high attendance expectations for all pupils, including those with special educational needs and disabilities. We recognise, however, that pupils with SEND may face additional barriers to attendance that require a tailored, graduated and legally compliant response.

18.1 Reasonable Adjustments

In accordance with the **Equality Act 2010** and the **SEND Code of Practice (2015)**, the school will make reasonable adjustments to support the attendance of pupils with SEND. Examples include:

- Adjusted start and finish times to reduce anxiety around transitions.
- A designated safe space within school for pupils who need time to regulate before joining their class.
- A named key adult who meets the pupil at the school gate or at the classroom door.
- Sensory adjustments to the learning environment.
- Modified timetables, agreed with parents and reviewed regularly, where a full timetable is not currently achievable.
- Access to specialist support (e.g. speech and language therapy, occupational therapy, CAMHS) during the school day where this supports attendance.

18.2 Graduated Approach

- Attendance support for pupils with SEND follows the same graduated model as for all pupils (see Section 15), with adjustments made to reflect the pupil's individual needs and the reasonable adjustments in place.
- The relevant DDSL and, where appropriate, the SENCO are involved in all Attendance Support Meetings for pupils with an EHCP or receiving SEN support where attendance is a concern.
- Attendance targets for pupils with SEND are set in the context of their individual needs and the adjustments in place, and are reviewed at EHCP annual reviews and SEN support reviews.

18.3 Attendance Expectations

Having SEND does not, in itself, justify persistent absence. The school will always seek to understand the specific barriers a pupil with SEND faces and to put in place appropriate support. Where attendance remains a concern despite reasonable adjustments and targeted support, the school will follow its graduated response in the same way as for any other pupil, making appropriate allowances for the pupil's individual circumstances.

19. Attendance and Emotionally Based School Avoidance (EBSA)

Emotionally Based School Avoidance (EBSA) describes a pattern of school non-attendance that is driven by emotional distress rather than deliberate choice. Children experiencing EBSA are not choosing to avoid school — they are experiencing significant anxiety, fear or distress that makes attendance feel impossible. Kingsway Primary School takes EBSA seriously and responds with an anxiety-informed, relational and multi-agency approach.

19.1 Identification

- EBSA may present as physical symptoms (stomach aches, headaches, nausea) that resolve when the child is not required to attend school.
- It may be associated with specific triggers (e.g. a particular lesson, a social situation, a transition) or may be more generalised.
- Early identification is critical. Staff should report any concerns about a child's emotional relationship with school to the Attendance Lead and relevant DDSL without delay.

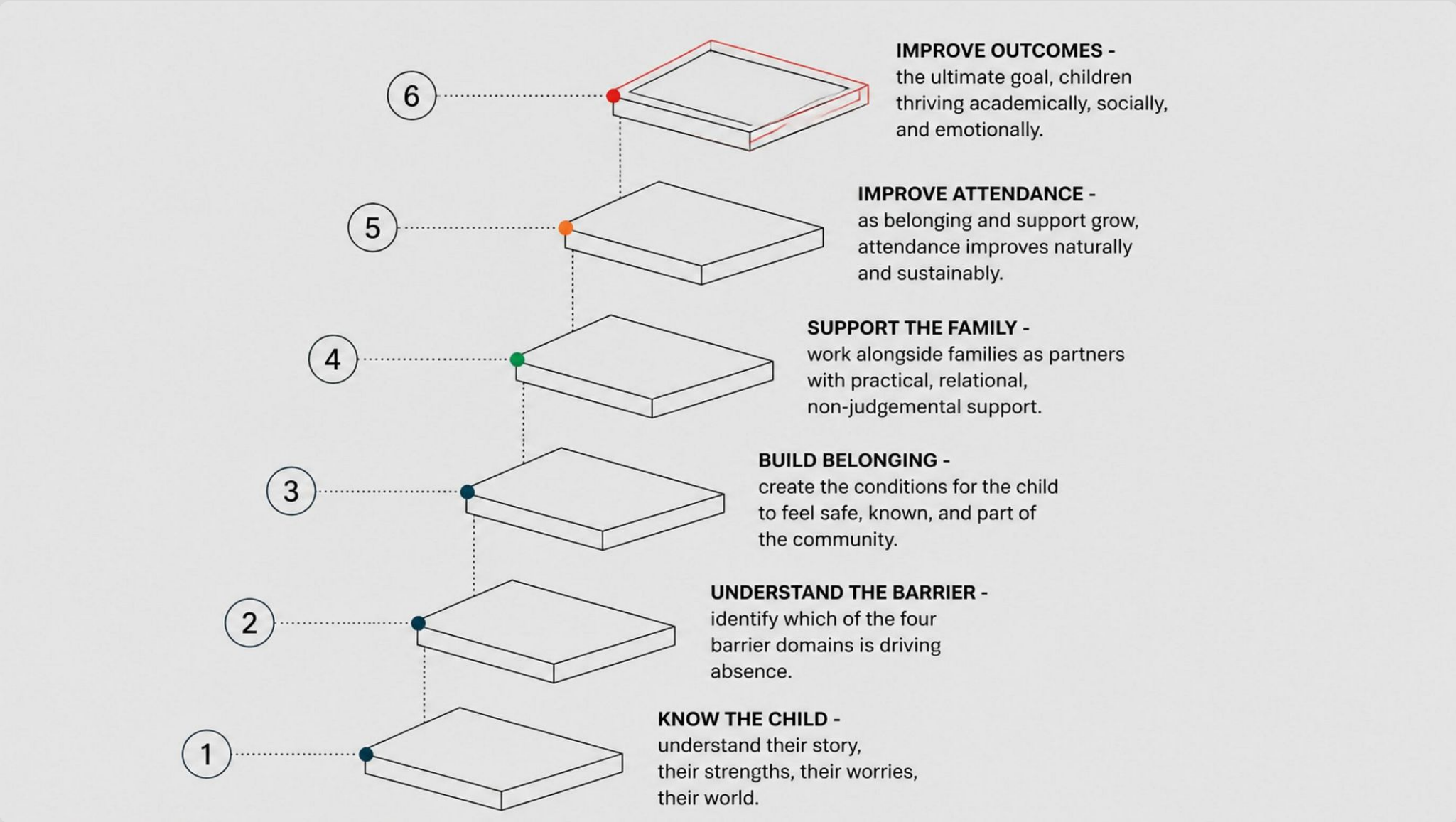
19.2 Strategies

- **Phased Reintegration Plans:** Where a child has been absent due to EBSA, return to school is planned carefully, with a phased timetable that increases gradually as the child's confidence and tolerance build. Reintegration plans are developed in partnership with the family, the child and, where appropriate, external specialists.
- **Reduced Timetables with Structured Review:** Where a full timetable is not currently achievable, a reduced timetable may be agreed as a short-term measure. Reduced timetables are always time-limited, reviewed regularly (at least every **4 weeks**) and subject to the agreement of the Headteacher and, where applicable, the Local Authority.
- **Safe Base and Named Adult Approach:** Every child experiencing EBSA is assigned a named key adult who is their primary point of contact in school. A safe base is identified where the child can go if they feel overwhelmed.
- **Multi-Agency Working:** Where EBSA is severe or persistent, the school works with external agencies including CAMHS, the Educational Psychologist, the SEND team and Early Help to develop a coordinated, multi-agency plan.
- **Anxiety-Informed Practice:** All staff working with a child experiencing EBSA are briefed on the child's needs and the strategies in place. Reasonable adjustments are made to the curriculum, the environment and the daily routine to reduce anxiety triggers and support the child's engagement.

We know that EBSA is real, painful and complex — for children and for families. Our commitment is to walk alongside you through it, not to leave you to manage it alone. At the same time, the school's duty to secure attendance and the parent's legal duty to ensure their child receives a suitable education remain in place. Where attendance remains severely impacted despite a comprehensive, multi-agency support plan, the school will consider alternative provision, referral to the Local Authority and, where appropriate, legal advice. We will always be transparent with families about where we are in that process.

20. Relational Attendance Culture and Communication Strategy

At Kingsway Primary School, attendance is not viewed solely as a response to absence. Excellent attendance is built proactively through relationships, communication, visibility and a strong sense of belonging. The school recognises that children and families are more likely to prioritise attendance when they feel connected to the life of the school and understand the value of daily attendance. As part of our Attendance Strategy 2026–2029, Kingsway operates an annual Relational Attendance Calendar.



Our Attendance Strategy describes attendance as a child-centred strategy for improving outcomes — relational, responsive, and rooted in belonging. It is not an administrative process. It is a commitment to every child's life chances. Families are not barriers. Families are partners. We reach out early — with warmth, not warning letters. Families feel safe to tell us the truth. A named, trusted adult makes all the difference.

Our attendance model is a stepped pathway — each level builds on the last, moving from knowing the child to transforming their outcomes: **Know the Child → Understand Barriers → Build Belonging → Provide Support Systems → Improve Attendance → Improve Outcomes**. The final destination is always improved life chances.

20.1 The Relational Attendance Calendar

The Relational Attendance Calendar is designed to:

- Build belonging before attendance becomes a concern.
- Strengthen relationships between home and school.
- Promote positive attendance messages throughout the year.
- Support transition points.
- Reduce persistent absence.
- Support disadvantaged and vulnerable pupils.
- Reinforce the importance of attendance through positive communication rather than crisis intervention alone.

20.2 Key Attendance Culture Strategies

- Meet the Teacher communications before the new school year begins.
- Welcome communications from class teachers.
- Welcome messages from the Headteacher.
- Attendance-focused assemblies.
- Attendance-based rewards and celebrations.
- Weekly attendance monitoring and attendance discussions.
- Early contact with pupils who miss the beginning of a term.
- Attendance-focused communication campaigns.
- Family events and open evenings.
- Transition support activities.
- Reading and attendance campaigns.
- Community celebrations.

21. Attendance and Disadvantaged Pupils

Kingsway Primary School's Disadvantaged Strategy 2026–2029 — *Disadvantage Never Determines Destination* — places attendance at the heart of its commitment to equity. Disadvantaged pupils are disproportionately represented in persistent and severe absence data nationally. At Kingsway, we are committed to understanding and addressing the specific barriers that disadvantaged pupils and their families face.

21.1 Understanding Barriers

Disadvantaged pupils may face barriers to attendance that include poverty, housing instability, family stress, domestic abuse, parental mental health difficulties, caring responsibilities and the impact of adverse childhood experiences (ACEs). The school does not treat these barriers as excuses for absence — but it does treat them as real, significant and requiring a compassionate, practical response. The Attendance Team maintains a detailed understanding of the circumstances of disadvantaged families and uses this knowledge to tailor support.

Attendance is one of our strongest strategies for improving outcomes for disadvantaged pupils. Every day in school is a day of opportunity that cannot be recovered. Disadvantaged pupils need trusted relationships before they can engage with learning — *relational first, always*. Families facing disadvantage need partners, not processes. We reach out early, with warmth, not warning letters. Practical support — transport, uniform, food and beyond — is part of how we remove real-world barriers together.

21.2 Targeted Support

- Disadvantaged pupils with attendance below **95%** are identified as a priority group and receive enhanced monitoring and support.
- Pupil Premium funding is used, where appropriate, to fund attendance support interventions, including pastoral support, family liaison, access to uniform and equipment, and referral to external agencies.
- The impact of attendance support for disadvantaged pupils is tracked and reported as part of the school's Pupil Premium review.

21.3 Equity of Expectation

Disadvantage does not lower the school's attendance expectations. Every disadvantaged pupil at Kingsway deserves the same access to education, opportunity and aspiration as any other child. The school's commitment is to **remove the barriers — not to lower the bar**.

This commitment is reflected in the school's Disadvantaged Strategy 2026–2029 and is monitored through the Pupil Premium review process. Attendance data for disadvantaged pupils is reported to the Full Governing Body termly and scrutinised by the nominated Attendance Governor.

22. Persistent Absence

A pupil is defined as a **Persistent Absentee (PA)** where their attendance falls below **90%** in the academic year. This equates to missing more than **19 days (38 sessions)** of school. Persistent absence has a significant and evidenced impact on attainment, progress, social development and life chances. We know that persistent absence rarely happens in isolation — there is almost always something getting in the way. Our first response is always to understand what that is, and to help.

22.1 Identification and Monitoring

We identify pupils at risk early so that we can reach out quickly — not to apply pressure, but to offer support before absence becomes entrenched.

- The Attendance Lead identifies all pupils at risk of or in persistent absence on a weekly basis.
- Persistent absence data is reported to the Senior Leadership Team weekly and to the Full Governing Body termly.
- The school tracks persistent absence by cohort, including by disadvantage, SEND, year group and ethnicity, to identify disproportionate patterns and target support accordingly.

22.2 Response

Our response to persistent absence is graduated and relational. We begin with conversation, not consequence.

- All pupils identified as persistently absent are invited to a Level 2 or Level 3 Attendance Support Meeting — a supportive conversation, not a formal hearing (see Section 15).
- An Attendance Contract is issued and reviewed at regular intervals.
- A welfare check is considered for all persistently absent pupils.
- Referral to the Trafford Attendance Team is made where attendance does not improve following school-level intervention.
- Where absence is unauthorised, the school considers the issuing of a penalty notice in accordance with the National Framework for Penalty Notices (DfE, 2024). The threshold for a penalty notice is **10 sessions of unauthorised absence in a rolling 10-week period**.

22.3 Penalty Notices

Penalty notices are not issued by Kingsway Primary School. They are issued by an authorised officer of Trafford Council under the Education (Penalty Notices) (England) Regulations 2007 (as amended) and the National Framework for Penalty Notices (DfE, 2024). The school's role is to refer the case to Trafford Local Authority — the decision to issue rests with Trafford, not the school.

Penalty notices are always a last resort. They are only considered where support has been offered, engagement has not been sustained and absence remains unauthorised. We will always tell families clearly and honestly where we are in this process — there will be no surprises.

Notice	Amount	Conditions
First Penalty Notice	£160 per parent per child	Reduced to £80 if paid within 21 days. 28-day payment window.
Second Penalty Notice (within 3 years)	£160 per parent per child	No reduction available. 28-day payment window.
Third Offence (within 3 years)	Prosecution	Penalty notices are no longer issued. Case referred for prosecution under Section 444 of the Education Act 1996.

The decision to refer a case to Trafford Local Authority for a penalty notice is made by the Headteacher. Trafford Local Authority then determines whether to issue the notice in accordance with their local Code of Conduct and the national statutory framework.

23. Severe Absence

A pupil is defined as a **Severe Absentee** where their attendance falls below **50%** in the academic year. Severe absence represents a significant safeguarding and educational concern and requires an immediate, multi-agency response. When a child's attendance falls to this level, we know that something has gone significantly wrong — for the child, and often for the family too. Our response is urgent, but it is also compassionate. We want to understand what has brought this family to this point, and we want to help.

23.1 Immediate Response

Our immediate response is to bring the right people together — quickly — so that we can understand the full picture and put the right support in place without delay.

- Where a pupil's attendance falls below 50%, the Attendance Lead immediately notifies the Headteacher and DSL.
- A Level 4 Attendance Support Meeting is convened within **5 school days**.
- A welfare check is undertaken without delay.
- The DSL considers whether a referral to Children's Services is required.

23.2 Multi-Agency Plan

A multi-agency plan is not a punitive measure — it is a coordinated effort to wrap the right support around a child and family who need it most.

- A multi-agency attendance plan is developed, involving the school, the family, the Trafford Attendance Team and, where appropriate, Children's Services, CAMHS, the Educational Psychologist and other relevant agencies.
- The plan sets out clear, time-bound targets, the support to be provided by each agency and the consequences if attendance does not improve.
- The plan is reviewed at least every **4 weeks**.

23.3 Legal Action

Where severe absence is unauthorised and every avenue of support has been exhausted without improvement, the school has a statutory duty to refer the case to Trafford Local Authority for consideration of legal proceedings. Legal proceedings may include prosecution under **Section 444 of the Education Act 1996** or the issuing of a School Attendance Order. The decision to pursue legal action is made by the Headteacher in consultation with the Local Authority.

Severe absence below 50% is both a safeguarding and a legal matter. We will always seek to understand what has brought a family to this point and to work alongside them with every resource available to us. Where multi-agency support has not secured improvement, the school has a duty to refer to Trafford Local Authority for consideration of legal proceedings. This is never our preferred outcome — but it is one we will not shy away from when a child's right to an education is at stake.

24. Term Time Leave

The Education (Pupil Registration) Regulations 2024 do not grant parents an automatic right to take their child out of school during term time. The Headteacher may grant leave of absence in **exceptional circumstances only**. We know that families sometimes face circumstances that feel genuinely unavoidable. We ask that you always come and talk to us first — we will always listen, and we will always consider requests carefully and with compassion.

24.1 Requesting Term Time Leave

We ask families to plan ahead and to speak to us early. The earlier we know, the more we can do to support a smooth process.

- All requests for term time leave must be made in writing to the Headteacher, using the school's Term Time Leave Request Form (see Appendix F), at least **4 weeks** before the proposed absence.
- Requests made after the absence has occurred will not be considered for authorisation.
- The Headteacher will consider each request individually, taking into account the pupil's overall attendance, the reason for the request and whether the circumstances are genuinely exceptional.

24.2 What Constitutes Exceptional Circumstances

Exceptional circumstances are those that are unavoidable, significant and could not reasonably be arranged during school holidays. Examples may include: a family bereavement requiring travel, a parent's military deployment, or a once-in-a-lifetime family event that cannot be rescheduled. **Family holidays, cheaper travel prices and personal preference do not constitute exceptional circumstances.**

24.3 Unauthorised Term Time Leave

- Where term time leave is taken without authorisation, or where the pupil does not return on the agreed date, the absence is coded as unauthorised.
- Unauthorised term time leave of **10 or more sessions in a rolling 10-week period** will result in a referral to Trafford Local Authority for the issuing of a penalty notice.
- Repeated unauthorised term time leave may result in prosecution.

We understand that families sometimes face circumstances that feel unavoidable. We ask that you always speak to us first — we will always listen and consider requests carefully and individually. The decision to authorise or decline term time leave rests solely with the Headteacher. Where leave is taken without authorisation, the absence will be coded as unauthorised and may trigger a penalty notice referral. We would always rather have that conversation with you in advance.

25. Children Missing Education

A child missing education (CME) is any child of compulsory school age who is not registered at a school and is not receiving a suitable education otherwise than at a school. Kingsway Primary School has a duty to notify Trafford Local Authority of any pupil who may be missing education. Every child deserves to be in education. Where we lose contact with a family, our first concern is always the child's safety and wellbeing — not administrative compliance.

25.1 Identifying Children Missing Education

We monitor carefully so that no child slips through the net. Where we lose contact with a family, we act quickly — because every day out of education matters.

- A pupil may be at risk of missing education where they are removed from the school roll without a confirmed destination, where they fail to return from an extended absence, or where the school loses contact with the family.
- The Attendance Lead monitors all pupils who are removed from roll and ensures that a confirmed destination is recorded before removal.
- Where a pupil's whereabouts are unknown, the school notifies Trafford Local Authority's CME team without delay.

25.2 Removal from Roll

Removal from roll is a significant step and one we take only when the regulatory conditions are clearly met. We will never use it as a way of managing attendance difficulties.

- A pupil may only be removed from the school roll in the circumstances set out in the Education (Pupil Registration) Regulations 2024.
- **The school does not remove a pupil from roll as a response to persistent absence.** Removal from roll is only appropriate where the pupil has moved to another school, left the country or where other specific regulatory conditions are met.
- All removals from roll are reported to Trafford Local Authority within **5 school days**.

25.3 Elective Home Education

Where a family is considering home education, we will always seek to understand what is driving that decision. If there are barriers to school attendance that we can help to address, we want that conversation first.

- Where a parent notifies the school of their intention to educate their child at home, the school informs Trafford Local Authority and removes the pupil from roll in accordance with the regulations.
- The school does not encourage or facilitate elective home education as a response to attendance difficulties.
- Where a parent expresses an intention to home educate in the context of attendance concerns, the DSL is informed and the school ensures that the decision is genuinely the parent's own and is not driven by safeguarding concerns.



The school will not remove a pupil from roll without a confirmed destination. Any pupil whose whereabouts are unknown following removal from roll will be referred to Trafford Local Authority's CME team immediately.

26. Recording and CPOMS

Accurate, timely recording is how we keep children safe and how we keep our promises to families. At Kingsway Primary School, everything we do in relation to attendance — every conversation, every visit, every decision — is recorded on **CPOMS (Child Protection Online Management System)**. This is not bureaucracy for its own sake. It is how we make sure that no child is overlooked, no concern is lost and no family falls through the gap.

We record everything in order to build a picture of a child's life that helps us to support them better.

The quality of our recording reflects the quality of our care. We hold ourselves to high standards because children deserve nothing less.

26.1 What Must Be Recorded on CPOMS

- All first day response contacts and outcomes.
- All welfare checks — announced and unannounced — including the date, time, staff involved, outcome and any concerns identified.
- All Attendance Support Meetings, including the date, attendees, discussion points, agreed actions and targets.
- All Attendance Contracts — issued, reviewed and closed.
- All safeguarding-related attendance concerns, including concerns about pupils on child protection plans, child in need plans or who are looked after.
- All contacts with external agencies, including the Trafford Attendance Team, Children's Services, CAMHS and the police.
- All penalty notice referrals and their outcomes.
- All decisions regarding term time leave, including the reason for the decision.

26.2 Standards for Recording

Standard	What this means in practice
Factual and Objective	Records must be factual, objective and written in professional language.
Same-Day Recording	Records must be made on the day of the event or contact, with the time recorded where relevant.
Fact vs Judgement	Records must distinguish clearly between fact, observation and professional judgement.
Confidentiality	Records are confidential and accessible only to authorised staff. They may be shared with external agencies in accordance with the school's information sharing protocols and statutory guidance.

27. Concerns and Complaints about Attendance Procedures

At Kingsway Primary School, we want every family to feel heard — including when they have concerns about how we have handled an attendance matter. If something hasn't felt right, we want to know. We will always listen, and we will always seek to resolve concerns with honesty, care and respect. Raising a concern is not a confrontation — it is a conversation, and we welcome it.

It is important to note that the school uses two entirely distinct sets of stages: **Attendance Support Levels (1–4)** are the internal school processes for supporting and escalating attendance concerns (see Section 15). These are not complaints stages. **Complaints Stages (1–7)** are the formal stages of the Inspiring Learners Trust Complaints Procedure, set out below.

27.1 Inspiring Learners Trust Complaints Procedure — Attendance Concerns

All complaints about the school's attendance procedures follow the Inspiring Learners Trust Complaints Policy (published May 2025, reviewed May 2026).

The Inspiring Learners Trust Complaints Procedure provides a clear, staged pathway for any concern that cannot be resolved informally. We hope most concerns never need to go beyond Stage 1 — but the full pathway is available to every family.

Informal Resolution

Most concerns can and should be resolved informally. We encourage families to raise concerns early — the sooner we know, the sooner we can help.

01	02
Stage 1 — Class Teacher Raise the concern informally with the class teacher. Most concerns can be resolved at this stage through open conversation.	Stage 2 — Head of Key Stage Where Stage 1 does not resolve the concern, the matter is referred to the relevant Head of Key Stage for a further informal conversation.
03	04
Stage 3 — Deputy Headteacher (Miss C Lowe) Where Stage 2 does not resolve the concern, the matter is referred to the Deputy Headteacher for an informal meeting.	Stage 4 — Headteacher (Miss K Baskeyfield) Where Stage 3 does not resolve the concern, the parent or carer meets with the Headteacher to attempt informal resolution.

Formal Complaint Procedure

Where informal resolution has not been achieved, the formal complaints procedure begins. Formal complaints must be submitted in writing using the form within the Inspiring Learners Trust Complaints Policy.

01	02
Stage 1 — Written Complaint to the Headteacher Submit a written complaint to the Headteacher using the Inspiring Learners Trust complaints form. Written acknowledgement within 5 school days; full written response within 15 school days.	Stage 2 — Head of Trust (Chief Executive Officer) Where Stage 1 does not resolve the complaint, it is submitted to the Head of Trust. Written acknowledgement within 5 school days; full written response within 15 school days.
03	04
Stage 3 — Chair of Governors Where Stage 2 does not resolve the complaint, it is escalated to the Chair of Governors. The Clerk to the Trust Board will acknowledge within 5 working days and arrange a hearing within 20 school days.	Stage 4 — Trust Board Appeal Panel Where Stage 3 does not resolve the complaint, it is escalated to the Trust Board Appeal Panel (3–5 members, including at least one trustee and one independent member). The findings of the Trust Board Appeal Panel are final. Formal written response within 10 working days.

Where a complaint has been through all stages of the Trust's complaints procedure and the complainant remains dissatisfied, they may ask the Education and Skills Funding Agency (ESFA) to review the handling of the complaint.

27.2 Important Notes on Complaints

Complaints Do Not Suspend Attendance Procedures

The submission of a complaint does not suspend the school's attendance procedures. Where a pupil's attendance is a safeguarding concern, the school's safeguarding duties take precedence and procedures will continue in accordance with this policy. The school will always act in accordance with statutory guidance, in the best interests of the child, consistently and proportionately, and with professionalism and integrity.

Penalty Notice Complaints

 Where a complaint relates to a penalty notice, the parent or carer should contact **Trafford Local Authority** directly, as penalty notices are issued by the Local Authority and not by the school.

Maintaining Positive Relationships

 Kingsway Primary School recognises that maintaining positive relationships with families is essential. Where disagreements arise, the school will seek to resolve matters respectfully and constructively wherever possible. However, the school's duty to safeguard children and promote regular school attendance will always remain paramount.

28. Monitoring and Review

28.1 Monitoring

- The Attendance Lead monitors attendance data **daily, weekly and termly**, producing reports for the Senior Leadership Team and the Full Governing Body.
- The Senior Leadership Team reviews attendance data **half-termly** to discuss the strategic and operational response to attendance patterns within school.
- The Headteacher reviews attendance data **weekly** and holds the Attendance Lead to account for the implementation of this policy.
- The Full Governing Body receives a **termly** attendance report, including data on overall attendance, persistent absence, severe absence, cohort breakdowns and the outcomes of attendance interventions.
- The nominated Attendance Governor scrutinises attendance data and challenges the school's response where outcomes are not improving.

28.2 Review

- This policy is reviewed **annually** by the Headteacher and the Full Governing Body.
- The next scheduled review date is **September 2027**.
- The policy will be reviewed earlier if there are significant changes to statutory guidance, legislation or the school's circumstances that require an update.
- All amendments are recorded in the Document Control Table and the updated policy is published on the school website without delay.

28.3 Self-Evaluation

The school evaluates the effectiveness of its attendance procedures annually, using attendance data, the outcomes of Attendance Support Meetings, feedback from families and the findings of any external review or inspection. The findings of the self-evaluation inform the school's attendance improvement priorities for the following year and are reflected in the School Development Plan.

29. Appendices

The following appendices form part of this policy. All forms and templates are available from the school office and from the Attendance Lead.

	Appendix A DfE Statutory Attendance Codes Reference Guide
	Appendix B First Day Response Flowchart
	Appendix C Welfare Check Record Form
	Appendix D Attendance Support Meeting Record Form (including Barriers to Attendance proforma)
	Appendix E Attendance Contract Template
	Appendix F Term Time Leave Request Form
	Appendix G Penalty Notice Referral Procedure
	Appendix H Attendance Monitoring Thresholds: Quick Reference Guide
	Appendix I Key Contacts

Appendix A — DfE Statutory Attendance Codes Reference Guide

The following codes are used in accordance with *Working Together to Improve School Attendance* (DfE, updated July 2026).
The decision to authorise absence rests with the Headteacher or their delegate — not with the parent or carer.

Code	Description	Status
B	Off-site educational activity	Authorised
C	Other authorised circumstances	Authorised
C1	Regulated performance or employment	Authorised
C2	Pupil of no fixed abode, parent travelling for occupational purposes	Authorised
D	Dual registration	Not counted as absence
E	Excluded, no alternative provision made	Authorised
I	Illness	Authorised
J	Interview with prospective employer or educational establishment	Authorised
J1	Attending a sporting activity approved by the school	Authorised
K	Attending education provision arranged by the local authority	Authorised
L	Late arrival before register closes	Present
M	Medical or dental appointment	Authorised
N	Reason not yet established — must be resolved within 5 school days	Unauthorised pending
O	Other unauthorised absence	Unauthorised
P	Approved sporting activity	Authorised
Q	Unable to attend due to lack of access arrangements	Not counted as absence
R	Religious observance	Authorised
S	Study leave	Authorised
T	Gypsy, Roma and Traveller absence	Authorised
U	Late arrival after register closes	Unauthorised
V	Educational visit or trip	Authorised
W	Work experience	Authorised
X	Non-compulsory school age pupil not required to attend	Not counted as absence
Y	Unable to attend due to exceptional circumstances	Authorised
Z	Pupil not on roll	Not counted as absence
#	School closed to pupils	Not counted as absence

Appendix B — First Day Response Flowchart

This flowchart sets out the first day response procedure for all pupils. Enhanced pathways apply for pupils on child protection plans, child in need plans, Trafford Team Together (TTT) plans and those who are looked after.



Register	Contact	Established?	Vulnerable?	End of Day
01	02	03		
Register Class teacher takes register at 8:45am. Any unexplained absence is flagged immediately.	Contact Attendance Lead attempts all contact numbers by 9:30am. Email sent if no telephone contact.	Established? If contact is established and reason given, absence is coded appropriately. If not established, proceed to step 4.		
04			05	
Vulnerable? If the pupil is on a CP Plan, CiN Plan, TTT Plan or is LAC — enhanced pathway initiated immediately. DSL notified. If not vulnerable, continue to attempt contact throughout the day.			End of Day If no contact established by end of day, absence coded O (unauthorised). CPOMS record updated. Next steps determined by Attendance Lead and DSL.	

 The enhanced pathway for vulnerable pupils is initiated immediately upon identification of unexplained absence, without waiting for the standard contact sequence to be exhausted. The DSL (Miss K Baskeyfield) must be notified on the same day. All contact attempts and outcomes are recorded on CPOMS with timestamps.

Appendix C — Welfare Check Record Form

To be completed on CPOMS on the day of the welfare check. All fields are mandatory.

Field	Detail
Date of welfare check	
Time of welfare check	
Pupil name	
Year group	
Reason for welfare check	e.g. 3 consecutive days unexplained absence / CP Plan / safeguarding concern
Staff conducting welfare check (1)	Attendance Lead (Miss Louise Morgan)
Staff conducting welfare check (2)	Name and role of accompanying designated leader
Was the visit announced or unannounced?	
Was the family at home?	Yes / No
If yes — who was present?	Names and relationship to child
Child seen?	Yes / No — if yes, describe child's presentation, demeanour, physical appearance
Child spoken to?	Yes / No — if yes, record what was said (verbatim where possible)
Explanation given for absence	Record explanation provided by parent/carer
Barriers to attendance identified	School-based / Emotional / Medical / Home-based — record details
Any concerns identified?	Record any safeguarding, welfare or attendance concerns observed or disclosed
Evidence observed at property	e.g. lights on, post collected, neighbours spoken to, no answer
Action taken following visit	e.g. absence explained and coded / DSL informed / social worker contacted / further welfare check planned
DSL review	Signature and date of DSL review of this record
Follow-up required?	Yes / No — if yes, detail action and timescale

Appendix D — Attendance Support Meeting Record Form

To be completed at all Attendance Support Meetings (Levels 1–4). A copy must be provided to the parent or carer within 48 hours and uploaded to CPOMS.

Field	Detail
Date of meeting	
Level of meeting	Level 1 / Level 2 / Level 3 / Level 4
Pupil name	
Year group	
School representatives present	Names and roles
Parent/carer present	Name(s) and relationship to child
Others present	e.g. Early Help worker, social worker
Current attendance %	
Sessions missed to date	
Pattern of absence	e.g. Mondays, following weekends, medical
Authorised sessions	
Unauthorised sessions	
Parent/carer's account of reasons for absence	Record verbatim where possible

Barriers to Attendance — Explored at This Meeting

Barrier Domain	Details and Agreed Actions
School-based barriers	e.g. relationships with peers or staff, curriculum concerns, environment, transitions
Emotional barriers	e.g. anxiety, EBSA, bereavement, mental health
Medical barriers	e.g. chronic illness, frequent appointments, medical conditions
Home-based barriers	e.g. family stress, housing, caring responsibilities, poverty
Support offered by school to date	
Impact of support offered	
Agreed support strategies	Detail each strategy, lead person and timescale
Attendance target	% target and review date
Consequences explained	Yes / No — detail what was communicated
Attendance contract issued?	Yes / No
Next meeting date	
Signatures	Parent/carer: _____ Date: _____ Attendance Lead: _____ Date: _____ DSL/SLT (where present): _____ Date: _____

Appendix E — Attendance Contract Template

KINGSWAY PRIMARY SCHOOL — ATTENDANCE CONTRACT

This Attendance Contract is a formal agreement between Kingsway Primary School and the parent(s)/carer(s) named below. It sets out the expectations, support and targets agreed at the Attendance Support Meeting held on the date below. Both parties are expected to fulfil their commitments. This contract will be reviewed on the date specified.

Field	Detail
Pupil name	
Date of birth	
Year group	
Parent/carers name(s)	
Date of contract	
Date of review meeting	
Current attendance %	
Sessions missed to date	
Attendance target	% by review date
Barriers to attendance identified	School-based / Emotional / Medical / Home-based

School Commitments — The school agrees to:

1. Provide [named pastoral support / check-ins / adjusted arrangements — specify]
2. Refer to [Early Help / CAMHS / EWS — specify] by [date]
3. Contact the family [weekly / fortnightly] to discuss progress
4. Review this contract at the meeting scheduled above

Parent/Carer Commitments — The parent/carers agrees to:

1. Ensure [child's name] attends school every day that school is open
2. Contact the school before 9:00am on every day of absence to explain the reason
3. Provide medical evidence for any absence due to illness where requested
4. Attend the review meeting on the date specified above
5. Engage with any support arranged by the school or external agencies

Consequences of Non-Improvement

If attendance does not reach the agreed target by the review date, or if the commitments in this contract are not met, the school may: escalate to the next level of the Attendance Support Meeting model; refer the case to the Trafford Local Authority Education Welfare Service; issue a penalty notice (£160 per parent per child); or, in the most serious cases, refer for prosecution under Section 444 of the Education Act 1996.

- **Parent/carers signature:** _____ Date: _____
- **Attendance Lead signature:** _____ Date: _____
- **Headteacher / SLT signature:** _____ Date: _____

Appendix F — Term Time Leave Request Form

KINGSWAY PRIMARY SCHOOL — TERM TIME LEAVE REQUEST FORM

All requests for term time leave must be submitted to the Headteacher at least **4 weeks** before the proposed absence. Requests will not be considered retrospectively. The Headteacher's decision is final. Leave will only be granted in exceptional circumstances.

Field	Detail
Pupil name	
Date of birth	
Year group	
Parent/carer name	
Contact telephone number	
Dates of proposed absence	From: _____ To: _____
Total number of school days	
Reason for request	Please provide full details of the exceptional circumstances. Attach supporting evidence where available.
Why cannot this be arranged during school holidays?	
Current attendance % (School use only)	

Headteacher's Decision

Field	Detail
Decision	Authorised / Not authorised
Signed	Miss K Baskeyfield (Headteacher)
Date	
Parent/carer notified	Yes / No — Date: _____

 *Note to parent/carer: If leave is taken without authorisation, or if the pupil does not return on the agreed date, the absence will be coded as unauthorised. Unauthorised absence of 10 or more sessions in a rolling 10-week period may result in a penalty notice being issued by Trafford Local Authority.*

Appendix G — Penalty Notice Referral Procedure

Penalty notices are issued by Trafford Local Authority on the referral of the school. The decision to refer is made by the Headteacher (Miss K Baskeyfield).

G.1 Threshold for Referral

- A penalty notice may be considered where a pupil has accumulated **10 or more sessions of unauthorised absence in a rolling 10-week period**, in accordance with the National Framework for Penalty Notices (DfE, 2024).
- Unauthorised absence includes: absence without explanation, absence where the explanation has not been accepted, and term time leave taken without authorisation.
- The school will always consider whether a penalty notice is appropriate in the individual circumstances of the case, taking into account the family's engagement with support and the nature of the absence.

G.2 Escalating Penalty Structure

- First penalty notice (per parent, per child):** £160 (reduced to £80 if paid within 21 days) — 28-day payment window
- Second penalty notice within 3 years (per parent, per child):** £160 (no reduction available) — 28-day payment window
- Third offence within 3 years:** No further penalty notice issued — case referred for prosecution under Section 444 of the Education Act 1996

G.3 Referral Process

- Attendance Lead identifies that the penalty notice threshold has been met and presents the case to the Headteacher.
- Headteacher reviews the case, including the family's engagement with support, and makes the decision to refer or not to refer.
- Headteacher completes the Trafford Local Authority penalty notice referral form and submits it to the Trafford Attendance Team.
- Trafford Local Authority issues the penalty notice directly to the parent(s)/carer(s).
- The referral and its outcome are recorded on CPOMS.

G.4 Important Notes

- Penalty notices are issued **per parent, per child**. Where two parents are responsible, each receives a separate notice.
- Payment of a penalty notice does not authorise the absence retrospectively.
- Where a penalty notice is not paid within 28 days, Trafford Local Authority may prosecute the parent under Section 444 of the Education Act 1996.

Appendix H — Attendance Monitoring Thresholds: Quick Reference Guide

For use by all staff. Full detail is set out in Section 14 of this policy.

Attendance	Category	Response
96%+ (Fewer than 8 days / 15 sessions missed)	Good — on track	Celebrate. Positive recognition. No intervention.
95% (Up to 10 days / 19 sessions missed)	National expected standard	Monitor. Share data with family termly. No formal intervention unless pattern identified.
93–95% (10–14 days / 19–27 sessions missed)	Attendance concern	Letter home. Attendance Lead contact. Fortnightly monitoring. Discuss at parents' evening. Explore barriers.
90–93% (14–19 days / 27–36 sessions missed)	Early intervention	Level 1 Attendance Support Meeting. Attendance contract considered. Attendance plan. Barriers to attendance explored in depth. Referral to Early Help considered.
Below 90% (More than 19 days / 38+ sessions missed)	Persistent Absence	Level 2/3 Attendance Support Meeting. Attendance contract issued. Welfare check considered. Trafford Attendance Team referral. Penalty notice considered.
Below 50% (More than 95 days / 190+ sessions missed)	Severe Absence — urgent	Immediate escalation to Headteacher and DSL. Level 4 meeting within 5 days. Welfare check. Children's Services referral considered. Multi-agency plan. Possible legal action.

Appendix I — Key Contacts

All staff should be familiar with the key contacts below. In cases of doubt, contact the DSL (Miss K Baskeyfield) or the Attendance Lead in the first instance.

Role	Name	Responsibilities
Headteacher and DSL	Miss K Baskeyfield	Overall strategic responsibility for attendance and safeguarding. Authorises term time leave. Signs penalty notice referrals. Chairs Level 4 meetings. All safeguarding attendance concerns reported here in the first instance.
Deputy Headteacher, KS2 Lead and DDSL	Miss C Lowe	KS2 attendance responsibility. Level 3 meetings. Complex case support. DDSL for KS2 safeguarding attendance concerns.
DDSL	Mrs B Jones	Safeguarding oversight of attendance concerns. Child Protection attendance procedures. Social worker liaison. Support for welfare checks.
Assistant Headteacher (EYFS and KS1) and DDSL	Mr D Taylor	EYFS and KS1 attendance monitoring and support. Welfare checks for younger pupils. DDSL for EYFS/KS1 safeguarding attendance concerns.
Attendance Lead	Miss Louise Morgan	Day-to-day operational management of attendance. First day response. Welfare checks. Levels 1–2 meetings. CPOMS recording.
Behaviour Lead	Mr Gareth Dale	Pastoral and behaviour-related attendance support. Welfare checks. External agency liaison.
Pastoral Lead	Miss Elizabeth Dunstan	Relational pastoral support for pupils and families. Barrier identification. Attendance Support Meetings and welfare checks as directed.
Chair of Governors	Helen Johnson	Governor oversight and accountability for attendance outcomes.
Trafford Attendance Team	TBC — contact via school office	Trafford Attendance Team referrals, penalty notices and legal proceedings.

Kingsway Primary School: Attendance at a Glance

A one-page staff reminder — **Belong First. Attend to Thrive.**

Attendance is not something we make children do. Attendance is something we make children want. We always seek to understand barriers first. We respond with warmth and consistency. We never lose sight of our duty to safeguard and to act. *Relational first — always.*

Attendance Thresholds and Response

Attendance	Response
96%+	Celebrate. Positive recognition.
95%	Monitor. Share data with family termly.
93–95%	Letter home. Attendance Lead contact. Fortnightly monitoring. Explore barriers.
90–93%	Level 1 Attendance Support Meeting. Attendance plan. Barriers explored. Early Help referral considered.
Below 90% (PA)	Level 2/3 Meeting. Attendance contract. Welfare check considered. Trafford referral. Penalty notice considered.
Below 50% (SA)	Immediate escalation to HT/DSL. Level 4 Meeting within 5 days. Multi-agency plan. Legal action possible.

First Day Response — Every Unexplained Absence

1. Register taken by 8:45am. Unexplained absences flagged immediately.
2. Attendance Lead contacts all numbers by 9:30am.
3. If vulnerable pupil (CP/CiN/LAC/SEND/EBSA) — notify DSL (Miss Baskeyfield) immediately.
4. CP Plan pupils: DSL notified before 9:30am. Social worker contacted by 10:00am if no contact.
5. All contacts and outcomes recorded on CPOMS same day.

Attendance Support Levels (not complaints stages)

Level 1 Attendance Lead + DDSL — below 93% or pattern of concern	Level 2 Attendance Lead + DDSL + AHT — below 90% or no improvement
Level 3 Attendance Lead + DDSL + Deputy HT (Miss Lowe) — no improvement / significant concern	Level 4 Full SLT including HT (Miss Baskeyfield) — below 50% / no improvement at Level 3

Barriers to Attendance — Always Explore



School-based

Relationships, environment, curriculum, transitions



Emotional

Anxiety, EBSA, bereavement, mental health



Medical

Chronic illness, appointments, conditions



Home-based

Family stress, housing, poverty, caring responsibilities

DSL and DDSL Structure

- **DSL:** Miss K Baskeyfield (Headteacher) — all safeguarding attendance concerns reported here first
- **DDSL (KS2):** Miss C Lowe (Deputy HT)
- **DDSL:** Mrs B Jones
- **DDSL (EYFS/KS1):** Mr D Taylor (AHT)

Complaints — Inspiring Learners Trust Stages (1–7)

Stage 1: Class Teacher → Stage 2: Head of Key Stage → Stage 3: Deputy Headteacher → Stage 4: Headteacher → Stage 5: Head of Trust → Stage 6: Chair of Governors → Stage 7: Trust Board

 *A complaint does not suspend attendance or safeguarding procedures. The welfare of the child is always paramount.*

Key Reminders for All Staff

- Greet returning pupils warmly — belonging matters.
- Report concerns early — don't wait until absence is entrenched.
- Record everything on CPOMS on the day it happens.
- Attendance is everyone's responsibility.

This policy was approved by the Full Governing Body in September 2026 and is due for review in September 2027. Signed: Miss K Baskeyfield (Headteacher) and Helen Johnson (Chair of Governors).

Sources

- [Kingsway-Primary-School-Attendance-Policy-2026-2029 \(5\).pdf](#)
- [KPS Attendance Strategy Belong-First-Attend-to-Thrive 20262029.pptx](#)