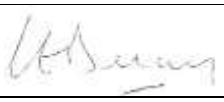
Bellevue Place
EDUCATION TRUST

Attendance Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2026
Renewal:	Every Two Years
Review Date:	1 September 2027

Contents

1.	Bellevue Place Education Trust – Our Commitment	3
4.	Key principles	4
5.	Roles and responsibilities	5
5.1.	The school will:	5
5.2	Parents and carers	6
6.	Registration	7
7.	Late arrival	8
8.	Reasons for absence and how to report or request authorisation	8
10.	Addressing poor attendance and punctuality	11
11.	Encouraging Attendance	12
13.	Monitoring and Evaluation	15
14.	Approval by the Bellevue Place Education Trust Board	15
Appendix A		16
Appendix B		16
Appendix C		17

1. Bellevue Place Education Trust – Our Commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN
We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY
We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED
We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way
We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

2. Introduction

The Trust, Local Governing Board and staff in partnership with parents and pupils are committed to schools which serve the community and of which the community is proud.

The Trust, Local Governing Board and staff firmly believe that all pupils benefit from regular school attendance. To this end, all schools within the Trust will do all they can to encourage parents and carers to ensure that the pupils in our care achieve maximum possible attendance and that any problems that prevent full attendance are identified and promptly resolved. The aim of this policy is to support excellent levels of attendance for all pupils to enable fulfilment of their potential at the school.

This policy applies to all schools within BPET. All schools will adopt this version of the policy in full, adapting their own attendance procedures (section 12). BPET schools use Arbor to log pupil attendance, monitoring where attendance dips below an acceptable level. Parents can expect to be questioned and challenged, if this occurs. The BPET Board has set an annual attendance target within the BPET 5 Year Strategic Plan for all schools, which is:

- Pupil attendance to be above **96%** and persistent absence below **10%** in every BPET school

3. Legislation and guidance

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance The Education Act 1996

- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy has been prepared with regard to the Academy's statutory duties relating to attendance, including those set out in the Department for Education's statutory guidance entitled ***Working together to improve school attendance*** (2026), which is referred to in this policy as the "DfE Attendance Guidance".

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy complies with our funding agreement and articles of association.

Research demonstrates that regular attendance is important for several reasons:

- It leads to better progress, both socially and academically
- statistics show a direct link between under-achievement and absence below 95%
- It leads to greater confidence and security for our children, which leads to better social progress
- It gives greater continuity to the learning process
- It makes the transfer to secondary school easier

4. Key principles

- High levels of attendance and punctuality levels are promoted and rewarded.
- It is the responsibility of everybody in the school to improve attendance and punctuality.
- Where attendance or punctuality fall short of expected standards, steps will be taken to address this, and sanctions may be applied in accordance with the behaviour policy.

- Some pupils find it harder than others to attend school. The school will work with pupils, parents and other local partners to remove any barriers to attendance.

- Subject to the terms of this policy, any day-to-day attendance issues that parents or pupils have, should be discussed with [e.g., class teacher]. Where more detailed support around attendance is required, parents and pupils should contact the headteacher.

5. Roles and responsibilities

5.1. The school will:

- develop and maintain a whole school culture that promotes the benefit of high attendance

- work with pupils and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance

- investigate unexplained or unjustified absence, applying sanctions where appropriate

- take into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child

- share information, including returns information required to be shared in accordance with regulations and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area and other partners including, where required, making appropriate referrals in accordance with local procedures, legislation and guidance

- regularly monitor, review and analyse attendance and absence data including to identify pupils or cohorts that require attendance support and to set targets for the future

- ensure that all pupils can access full-time education, putting strategies in place where there is evidence to suggest that this is not the case

- ensure that the trust board and school leadership team work together to monitor attendance levels and the effectiveness of this policy

- ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance.

- have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance Keeping Children Safe in Education (please refer to the BPT Child Protection and Safeguarding Policy)

- provide information requested by the Secretary of State, including termly absence data collected by the Department for Education

- regularly inform parents about their child's attendance and absence levels
- support pupils who are returning to education following long term absence
- ensure that effective systems to record and report attendance data are in place, including accurate completion of admission and attendance registers using an electronic management information system
- assign overall responsibility for championing and improving attendance at the school to a designated senior leader, known as the Senior Attendance Champion.
- observe and fulfil the responsibilities set out in guidance issued by the Department for Education to the extent not covered above or elsewhere in this policy.

5.2 Parents and carers

We expect parents and carers to:

- ensure that their child arrives at the school on time, in the correct uniform and with the necessary equipment
- promote the importance of regular attendance at home
- follow the correct procedure for reporting the absence of their child from the school (see section 6.1 below)
- avoid unnecessary absences
- keep the school informed of any circumstances which may affect their child's attendance
- not take their child out of education for holidays during term time (see section 6.3 below)
- inform the school in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- observe and fulfil their responsibilities set out in the guidance issued by the Department for Education: Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk).

5.3 Pupils

We expect pupils to:

- attend the school regularly and on time
- be punctual to all lessons
- follow the correct procedure if they arrive at the school late (see sections 4 and 5 below).

5.4 Senior Attendance Champion

The Senior Attendance Champion ("SAC") at the school is Helen Khinich, the Headteacher, who is closely supported by Francine Murray, Administrator and Attendance Lead.

The SAC will be responsible for championing and improving attendance at the school and will:

- set a clear vision for improving and maintaining good attendance
- establish and maintain effective systems for tackling absence and ensure that these are followed by staff
- evaluate and monitor attendance expectations and processes
- have a strong grasp of absence data to focus the collective efforts of the school
- ensure that key attendance messages are communicated to parents and pupils
- provide data and reports to support the work of the board of trustees (see below).

5.4 The BPET Board

The BPET board of trustees will:

- take an active role in attendance improvement, recognise the importance of school attendance and promote it across the trust and school's ethos and policies
- ensure the school's leaders fulfil expectations and statutory duties
- regularly review attendance data, discuss and challenge trends and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most
- ensure school staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance
- share effective practice on attendance management and improvement across its schools
- require the school to report to the trustees termly through the BPET Performance Report
- have a dedicated attendance lead who will drive improvement across the trust and act as a central point for the schools with attendance queries.

6. Registration

The school maintains an attendance register and uses this to record each pupil's attendance at the start of the school day and again in the afternoon.

Registration session	Start time	End time
Morning	8:45	9:15

Afternoon	Classes on an earlier lunch: 12:30 Classes on a later lunch: 13:30	Classes on an earlier lunch: 13:00 Classes on a later lunch: 14:00

Pupils who arrive after the start of a registration session but before the end of the registration session will be marked as late. Where pupils arrive after the end of a registration session, the process set out at section 5 applies.

The register is marked using the national statutory attendance and absence codes which can be found in the DfE Attendance Guidance.

Where a pupil attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the behaviour policy and engage parents where necessary.

7. Late arrival

If a pupil arrives at the school after the relevant registration period has ended but within the relevant session, they must immediately go to the school office to sign in and provide a reason for the lateness to enable the school to establish the appropriate attendance or absence code. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.

Persistent lateness will be treated as a disciplinary matter and will be dealt with in line with behaviour policy.

8. Reasons for absence and how to report or request authorisation

Authorised absence - absence will only be authorised where the school has given approval in advance for a pupil to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the school can authorise absence. Airline ticket bookings may be asked as evidence by the Headteacher as proof of travel as well as other proof of travel bookings.

Unauthorised absence – absence will be marked as unauthorised where the school is not satisfied with the reasons given for the absence.

8.1 Reporting absence from the school

Where a pupil is to be absent from the school without prior permission, the parent/carer should inform the school by telephone on the morning of the day of the first absence and let the school know when they expect the pupil to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the school on each day of absence.

On the day of return to the school, parents must also provide written confirmation of the reason(s) for the full period of absence.

Any unexplained absence will be followed up by the school promptly through phone calls home, inviting the parents to a meeting or conducting a safe and well check.

In cases where the school needs clarification to accurately record the absence in the attendance register, the parents/carers may be asked to provide the school with medical evidence, such as a note from the child's doctor to support an absence for illness. If satisfactory evidence is not provided, the absence may be marked as unauthorised.

8.2 Appointments

Medical, dental and other essential appointments for a pupil should take place outside of school hours where this is reasonably possible.

Where an appointment must take place during school time, the pupil should attend the school for as much of the day as possible and as much prior notice as possible should be given to the class teacher.

8.3 Leave of absence (including holidays during term time)

The school will grant permission for a pupil to be absent from school in the circumstances described in paragraph 37 of the DfE Attendance Guidance which can be summarised as follows:

- Taking part in a regulated performance or employment abroad
- Attendance at an interview for entry into another educational setting
- Temporary, time-limited part-time timetable
- Other exceptional circumstances

Parents and carers should make every effort to avoid taking pupils out of education for holidays or other extended leave during term time.

To request a leave of absence, parents/carers must make the request in advance via the online absence request form on our school website and, wherever possible, at least 4 school weeks ahead of the planned leave. For safeguarding reasons, evidence of flight/travel tickets must be provided, so we are certain the child has travelled and the expected return date.

Where a leave of absence is requested as above, the Headteacher will consider the specific facts and circumstances relating to the request. The decision:

- will be confirmed in writing
- is solely at the Headteacher's discretion and
- is final.

Where permission is granted, the Headteacher will confirm the number of days and dates of absence which are authorised.

If permission is not granted and the parents/carers proceed to take their child out of the school, the absence will be marked as unauthorised, and parents may be issued with a penalty notice or be subject to prosecution by the local authority (see section 7 below).

8.4 Religious observance

We recognise that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs,

the absence from the school will be authorised.

We ask that parents/carers notify the school by writing to the pupil's class teacher in advance where absence is required due to religious observance.

9. Other Absences

Absence through child participation in public performances, including theatre, film or television work and modelling

- Parents/carers of a child performer can seek leave of absence from school for their child to take part in a performance through the completion of a leave of absence form.

- Parents/carers must contact the Headteacher to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. It is, however, down to the Headteacher's discretion as to whether to authorise this and they should discuss with the parent/carer the nature and frequency of the absence and how learning will continue if absence occurs.

- Where a child's attendance has fallen to below 90%, leave of absence is unlikely to be approved unless there are arrangements for the provision of an education tutor.

- Any absence recorded as part of a child's participation in a public performance is recorded as C, an authorised absence.

9.1 Absence through competing at regional, county or national level for sport

- Parents/carers of outstanding sportsmen and women can seek leave of absence from school for their child to take part in regional, county, national and international events and competitions through the completion of a leave of absence form.

- Headteacher's can apply their discretion as to whether to authorise this depending on the nature of the competition and the frequency of the absence. It is obviously vital to understand how learning will continue if absence occurs.

- Permission for a child to leave early or arrive late to attend coaching and training sessions is also at the discretion of the Headteacher, but this is not recommended to be approved if it is a regular event, unless the sports club or association is providing an education tutor as part of their coaching.

9.2 Gypsy, Roma, Traveller and Showman families

- Absence of a child from a Traveller family that has left the area may be authorised if the absence is for work purposes only and it is believed that the family intends to return.

- To ensure the continuity of learning for Traveller children, dual registration is allowed. This results in the school retaining the Traveller child on the school roll while they are travelling and records the absence as authorised through the T code.

- Distance learning packs for Traveller children are not an alternative to attendance at school.

10. Addressing poor attendance and punctuality

The school will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the school, led by the SAC, will:

- monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance
- provide regular attendance reports to class teachers and relevant leaders
- identify pupils who need support from wider partners as soon as possible and deliver this support in a targeted manner
- conduct thorough analysis of half-termly, termly and fully year data to identify patterns and trends
- benchmark school attendance data at each level against local, regional and national level
- monitor the impact of school strategies and actions to improve attendance on particular pupils and particular groups
- work with the local authority and other local partners to identify groups
- hold regular meetings with the parents or carers of pupils who the school and/or local authority consider to be vulnerable

Our procedures for managing unexplained absences are:

1. 09:15 First call if pupils miss registration – leave message
2. 09:30-9:45 Call again, if still can't get through try all emergency contacts and send email to Parent/Carer/ advise SLT
3. 10:30 If no contact, send a text and email
4. 11:00 email Education Welfare Officer copying SLT

Where absence or punctuality is a cause for concern, for example because there is:

- a pattern of unauthorised absence
- a question over the reasons provided for a particular absence or late arrival
- persistent truancy or lateness

We will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality.

In cases where the school has been unable to establish a clear reason for absence and/or has welfare concerns about the pupil, a home welfare check may be carried out.

Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the behaviour policy.

Non-attendance due to Health Needs

Children who cannot attend school because of health needs:

- Local Authorities have a duty set out in Section 19 of the Education Act 1996 and the DfE Statutory Guidance 'Ensuring a good education for children who cannot attend school because of health needs' (DfE, 2013. See appendix 1) to provide education for children who cannot attend school full time due to their medical needs.
- BPET schools provide support for their pupils with medical needs under their statutory duties as defined in 'Supporting pupils with medical conditions at school' (DfE, 2014). It is only when the pupil's medical condition becomes too complex to manage in school that the schools Local Authority policy would then apply.

Absence will be classed as persistent where it falls below 90% across the academic year. Absence at this level is very likely to hinder educational prospects and we expect full parental co-operation and support to urgently address these cases. Intervention steps may include implementation of an attendance action plan, referral to other agencies and/or seeking to put in place an attendance contract.

Where out of school barriers to attendance are identified, the school will signpost and support access to any additional services.

Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the school and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days, £160 if paid within 28 days) imposed on parents which is intended to change behaviour without the need for criminal prosecution.

When considering whether to issue a penalty notice, we will have regard to:

- the National Framework for penalty notices as set out in paragraphs 175 – 201 of the DfE Attendance Guidance; and
- the local authority's Code of Conduct for issuing penalty notices.

In the event that a penalty notice is issued but is not paid within 28 days, the local authority will decide whether to proceed to prosecution. The local authority also has separate powers to prosecute parents if their child of compulsory school age fails to attend school regularly.

11. Encouraging Attendance

At each BPET School, we encourage attendance in the following ways:

- By providing a welcoming and safe environment
- By delivering a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment

- Involving pupils in attendance through an attendance reward system
- By responding promptly to a pupil's or parent's concerns about the school or other pupils
- By marking registers accurately and punctually during morning and afternoon registration. If a pupil arrives at school after the close of register (30 minutes after the start of the session) without a written or previously notified explanation, the lateness will be recorded as an unauthorised absence and the pupil's name recorded in the late book in case of a fire drill
- By publishing and displaying attendance statistics and school attendance targets
- By celebrating good and improved attendance
- By monitoring pupils' attendance and informing parents/carers in writing of irregular attendance; arranging meetings with them if necessary and referring the family to the Education Welfare Service (EWS) or implementing relevant actions as agreed with parents if the irregular attendance continues.

Attendance Rewards and Recognition at Kilburn Grange School

At Kilburn Grange School, we recognise the positive impact that good attendance and punctuality have on pupils' learning, wellbeing and achievement. We use a range of rewards and recognition strategies to celebrate strong attendance and punctuality, as well as meaningful improvements. Our approach is intended to motivate pupils, encourage positive habits and ensure that attendance remains a shared priority for the school and our families.

Attendance and punctuality are monitored and analysed weekly. The class achieving the highest attendance and the class achieving the best punctuality each receive ClassDojo points, awarded during Celebration Assembly. The class with the highest attendance also receives a £10 note, which is displayed on the attendance board in the school hall. At the end of the academic year, each class can collectively decide how to spend the money it has accumulated.

Each week, pupils who arrive at school on time every day are entered into the weekly raffle, with separate draws for EYFS/KS1 and KS2. At the end of each half term, one pupil is selected at random from EYFS/KS1 and KS2 to receive a prize.

Pupils whose attendance is 96% or above receive a certificate during Celebration Assembly at the end of each half term. At the end of the academic year, pupils who have achieved 100% attendance receive a certificate and are invited to a celebratory dessert at Creams.

We also recognise improvements in attendance. Pupils who demonstrate sustained improvement over a three-week period receive a 'Wow Slip' from their class teacher, acknowledging their effort and progress. When a pupil's attendance reaches 92%, they receive a congratulatory postcard from the Headteacher.

As part of the school's weekly attendance analysis, the Headteacher may also send personalised emails to the parents/carers of pupils who are persistently absent. These emails recognise and commend small but meaningful improvements in attendance, reinforce the importance of continued progress and encourage families to maintain the positive steps they have taken.

12. Reporting to parents

Attendance and punctuality are monitored weekly, and parents/carers are informed promptly where concerns arise.

Attendance

When a pupil's attendance falls below 95%, although they are not yet classified as persistently absent, parents/carers may be asked to provide medical evidence to support illness-related absences.

When a pupil's attendance falls below 90%, they are classified as persistently absent and the following staged process will apply:

- **Stage One:** Parents/carers will receive a Stage One attendance letter informing them that their child's attendance is below 90%. They will be invited to contact the Attendance Lead if there are any concerns, circumstances or barriers affecting their child's attendance.
- **Stage Two:** If attendance does not improve, parents/carers will receive a Stage Two attendance letter and be invited to meet with a member of the Senior Leadership Team (SLT), either by telephone or in person. During this meeting, an Attendance Action Plan will be completed to identify any barriers to attendance, agree appropriate support and set clear actions and targets for improvement. A Stage Two letter may not be issued where absences are supported by appropriate medical evidence or where the pupil has been sent home from school due to illness.
- **Pre-referral:** Following the Stage Two meeting and completion of the Attendance Action Plan, the school may make a pre-referral to the EWS for advice and early support if attendance has not improved but the pupil has not yet met the threshold for a formal referral.
- **Formal referral:** If attendance continues to decline and meets the referral threshold of below 85%, with at least 10% unauthorised absence, the school may refer the family to the Education Welfare Service for further intervention and support.

Punctuality

Where a pupil is persistently late, the following staged process will apply:

- **Stage One:** Parents/carers will receive a Stage One punctuality letter informing them of the concern and reminding them of the importance of ensuring that their child arrives at school on time and is ready to learn.
- **Stage Two:** If punctuality does not improve, parents/carers will receive a Stage Two letter and be invited to meet with the Attendance Lead, either by telephone or in person. The meeting will explore any barriers and the support the school can offer to help the pupil arrive on time.
- **Stage Three:** If there is still no improvement, parents/carers will receive a Stage Three letter and be invited to meet with a member of SLT. The meeting will consider the continuing concerns, agree further actions and identify any additional support the family may require.

If punctuality does not improve following the Stage Three meeting, the Attendance Lead will liaise with the Education Welfare Service for advice about further intervention and any additional services that may support the family.

Recording and analysis

Attendance data is analysed each half term to identify patterns, trends, concerns and improvements. Arbor and CPOMS are used to monitor attendance and punctuality and to record relevant communication, meetings, actions and interventions.

At the end of each school year, parents/carers receive a copy of their child's annual attendance record alongside their school report.

13. Monitoring and Evaluation

The Headteacher and Central Team will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

14. Approval by the Bellevue Place Education Trust Board

This policy has been formally approved and adopted by the BPET Board and will be reviewed every two years.

Appendix A

Kilburn Grange School

Our approach to ensuring excellent school attendance for all

Kilburn Grange School
LEARN ENJOY SUCCEED

All

We create a welcoming environment to ensure all children learn, enjoy and succeed through excellent school attendance.

We expect pupils to attend every day and arrive on time. We also expect parents/carers to contact the school if their child is late/absent.

We analyse attendance and punctuality each week.

Below 95% attendance

Attendance is becoming a concern, although the pupil is not yet persistently absent.

We may request medical evidence for illness-related absence and evidence for other circumstances.

We contact families early when concerns arise. Early intervention/support may be offered and continue to monitor attendance closely.

Below 90% attendance

The pupil is persistently absent.

We send a Stage One letter. If attendance does not improve, we send a Stage Two letter.

A member of SLT meets with the family and agrees an Attendance Action Plan. We work with the family to understand barriers and discuss with the family how attendance can be improved and what support we may provide.

Further support

We review progress against the Attendance Action Plan and continue with monitoring and support. If attendance improves, it is recognised and celebrated.

If attendance hasn't improved but the formal threshold hasn't been met, a review meeting is scheduled. We may also make a pre-referral to the Brent School Attendance Service.

If attendance is below 85%, with at least 10% unauthorised absence, we make a formal referral to the Brent School Attendance Service.

How we recognise attendance and improvement

CLASS REWARDS	ATTENDANCE RAFFLE	96% OR ABOVE	100% ATTENDANCE	IMPROVEMENT
Class Dojo points and £10 for the class with the best weekly attendance.	Half-termly prize raffle draws for pupils who arrive on time everyday each week.	A certificate at the end of each half term.	An annual certificate and celebratory dessert at Creams	Wow slips, Headteacher postcards and personalised emails.

Growing hearts and minds to learn, enjoy and succeed.

Appendix B



Appendix C

Penalty Notice Fines Explanation

