



ALAMEEN
PRIMARY SCHOOL



ATTENDANCE

POLICY

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: October 2026

Next review due by: October 2027

Signed: M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

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1. Aims

We are committed to meeting our obligations with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy has regard to Working Together to Improve School Attendance (Department for Education, July 2026 edition). Chapters 1 and 2 constitute statutory guidance for independent schools under paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014. Al Ameen Primary School must also comply directly with the School Attendance (Pupil Registration) (England) Regulations 2024 in relation to its admission and attendance registers; Chapters 7 and 8 of the DfE guidance explain these statutory registration requirements. The school also has regard to the remaining relevant parts of the guidance as good practice where appropriate to an independent school. This policy is also drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(SI 2024/208\)](#)
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

The governing board recognises that consistent attendance is a key safeguarding responsibility and that attendance data is reviewed in conjunction with safeguarding records to identify potential risks or patterns of concern.

3.2 The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the local authority and other relevant agencies, where appropriate, where serious or persistent attendance concerns require further intervention

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mohammed Rahman and can be contacted via amin@alameen.bham.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is Noreen Ghazala and can be contacted via 0121 706 3322 / attendance@alameen.bham.sch.uk. In the event that either the designated senior leader responsible for attendance or the attendance officer is unavailable, the Deputy Headteacher will act as cover for these responsibilities.

Carry out periodic coding audits and provide feedback to staff to ensure full compliance with statutory attendance-recording expectations.

3.5 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, on Pupil Asset electronically. This is to be done on the same day and on time (details below). Where there are issues with the electronic system, they are to follow protocol as outlined below using the manual register and submit this to the school office on the same day.

3.6 School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system

- Transfer calls from parents to the pastoral lead in order to provide them with more detailed support on attendance

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Where reasonably possible, provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

3.8 Pupils

Pupils are expected to:

- Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made, in line with regulation 7 of the School Attendance (Pupil Registration) (England) Regulations 2024 (SI 2024/208).

Pupils must arrive in school by 8:30am on each school day.

The register for the first session will be taken at 8:30am and will be kept open until 9:00am. The register for the second session will be taken during the afternoon session, at the same time for all registered pupils, and will be kept open for no longer than 30 minutes. The precise afternoon registration time reflects the school's key stage lunchtime arrangements and is communicated to staff.

Attendance data is stored securely in accordance with UK GDPR and the school's Data Protection Policy. Access is restricted to authorised personnel only.

4.1a Register Accuracy and Compliance

Al Ameen Primary School recognises its duty under the School Attendance (Pupil Registration) (England) Regulations 2024 (SI 2024/208) to maintain an accurate and up-to-date attendance register at the beginning of each morning and afternoon session.

The school ensures that:

- All attendance codes follow regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024 (SI 2024/208), as reflected in Chapter 8 of Working Together to Improve School Attendance (see Appendix 1).
- Reasons for absence are collected, verified, and recorded promptly. Where Code N is used because the reason has not yet been established, the register will be amended to the appropriate code as soon as the reason is known and, in any event, no later than 5 school days after the session. If the reason cannot be established within that period, Code O will be used.
- Any amendment to the register includes the original entry, the amended entry, the reason for amendment, and the date and name of the person making it.
- Regular weekly and half-termly audits of registers are undertaken by the Attendance Officer and the Designated Senior Leader for Attendance to identify and correct any miscoding or omissions.
- Findings from these audits are reported to the Headteacher and Governors and used to update staff training.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling the school office staff (see also section 7). Parents/ carers will need to call the school number and if there is no answer, then they should leave a message. It is not sufficient to send a text or other type of message to the school phone.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. This may be done by calling the office or emailing.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

We strongly encourage punctual attendance at school. Parents/ carers may need to meet with the senior leadership team if there are concerns around punctuality. Parents/ carers must always provide a reason for late attendance.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If contact cannot be established, the school will make further enquiries using the emergency contacts provided and will consider proportionate safeguarding action in light of the pupil's individual circumstances, known vulnerabilities and any other concerns. This may include a welfare check, liaison with relevant agencies or, where there is an immediate or significant safeguarding concern, contact with the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code and enter it as soon as the reason for absence is established. Where Code N has initially been used, it will be replaced by the appropriate code as soon as possible and no later than 5 school days after the session; if no reason can be established within that period, it will be replaced by Code O.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels for example, via termly reports.

4.7 Deletion from the register

A pupil's name will only be deleted from the admission register where a statutory ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies.

When a ground applies, the school will ensure all of its conditions are satisfied before deletion, will not delete retrospectively, and will make the required deletion return to the local authority.

- For pupils of compulsory school age, grounds particularly relevant to Al Ameen include: transfer to another school where the statutory conditions are met; written notification from a parent that the pupil will receive education otherwise than at school (where the applicable conditions are met); circumstances where the pupil no longer normally lives a reasonable distance from the school; failure to return following an authorised leave of absence where the statutory conditions and joint enquiries are satisfied; continuous unauthorised absence for 20 school days or more where the statutory conditions and joint enquiries are satisfied; death; permanent exclusion; and, specifically for an independent school, where the pupil has ceased to be a pupil at the school.
- The 20-school-day absence ground will never be treated as an automatic trigger for removal. It may only be used where the pupil has been continuously absent for at least 20 school days in the circumstances permitted by regulation 9; there are no reasonable grounds to believe the pupil is unable to attend because of sickness or an unavoidable cause; and the school and local authority have jointly made reasonable efforts to establish the pupil's location and circumstances. If the pupil is located, deletion under this ground will only take place where the school and local authority agree that there are no reasonable grounds to believe the pupil will attend the school again, taking account of reasonable steps that could secure attendance.
- The school will not remove a pupil from the admission register merely because of poor or prolonged attendance. Children-missing-education and safeguarding procedures will be followed where appropriate, and records of the ground for deletion, enquiries undertaken, effective date and local-authority notifications will be retained in accordance with the Regulations.

Deletion from the admission register is separate from an on-site absconding incident, which is covered by the Child Absconding Policy, and from the school's wider safeguarding duties under the Safeguarding and Child Protection Policy.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024, which restricts leave of absence to exceptional circumstances, applies only to schools maintained by a local authority and to non-maintained special schools. As an independent school, Al Ameen is not bound by this restriction; the 'exceptional circumstances' threshold set out below is the school's own chosen standard, applied consistently and at the headteacher's discretion.

We define 'exceptional circumstances' as one off events which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, barges (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

5.2 Legal sanctions

The National Framework for Penalty Notices for school absence does not apply to independent schools, and Al Ameen Primary School cannot issue penalty notices under that framework. Where serious or persistent attendance concerns arise, the school will continue to offer appropriate support and will work with the local authority and other relevant agencies where appropriate, including where statutory intervention by the local authority may need to be considered.

6. Strategies for promoting attendance

At Al Ameen Primary School, we promote good attendance through a combination of positive reinforcement, family engagement, and targeted support. Our strategies aim to ensure that every child understands the value of attending school regularly and punctually, while families feel supported to achieve this.

Attendance promotion is overseen by senior leadership to assure compliance with ISI standards and safeguarding, with swift welfare checks and home visits where concerns escalate.

6.1 Promoting a culture of good attendance

- We communicate consistently that every day in school counts and link good attendance to pupil progress, wellbeing, and future success.
- Attendance messages are regularly shared in assemblies, newsletters, the school website, and social media channels.
- Staff model punctuality and reinforce the importance of attendance through daily routines and class discussions.
- Attendance awareness and the Islamic duty to seek knowledge are reinforced through PSHE, assemblies, and Islamic Studies lessons to encourage pupils to view regular attendance as a moral and spiritual obligation.

6.2 Recognition and rewards

- Pupils with good or improved attendance receive regular recognition through:
 - Weekly and termly certificates and praise in assemblies.
 - Class and year group attendance leaderboards displayed publicly.
 - Termly rewards such as additional playtime, class treats, or special activities for the class with the highest attendance.
- Individual pupils who significantly improve their attendance are recognised to encourage continued progress.

6.3 Parental engagement and communication

- Parents and carers receive regular updates about attendance through newsletters, text messages, and progress reports.
- The school provides clear information on attendance expectations and offers supportive guidance on how to manage absences appropriately.
- Staff work closely with parents to address attendance barriers, offering meetings, referrals to support services, or signposting where appropriate.

6.4 Early identification and targeted intervention

- Attendance is monitored daily by the attendance officer and senior leaders.
- Patterns of lateness or irregular attendance trigger early conversations with parents to identify and remove barriers.
- Tailored support plans are developed for pupils with persistent absence (below 90%) in partnership with families and relevant external agencies.

6.5 Collaboration and community involvement

- The school builds partnerships with local community organisations, faith leaders, and services to reinforce the importance of education and attendance.
- Attendance messages are aligned with wider community events and celebrations to encourage family participation and shared responsibility.

6.6 Celebrating consistency and effort

- The school recognises not only perfect attendance but also sustained effort and improvement.
- Consistent attendance over a term or academic year is celebrated in end-of-year assemblies, newsletters, and awards ceremonies.

6.7 Tiered Attendance Support

Al Ameen Primary School operates a tiered and graduated approach to attendance support. This ensures concerns are identified early and that responses are proportionate, supportive, and responsive to individual pupil and family circumstances.

Universal Support (Attendance at or above 95%) Recognition and reward arrangements will be applied sensitively and will take account of individual circumstances, including SEND, disability and medical needs, so that pupils are not unfairly disadvantaged by absence outside their control.

All pupils receive universal attendance support aimed at promoting and sustaining good attendance and punctuality. This includes:

- Whole-school messaging emphasising the importance of regular attendance
- Promotion of attendance through assemblies, newsletters, and classroom practice
- Class-based and whole-school recognition and rewards
- Regular monitoring of attendance and punctuality

At this level, attendance is considered satisfactory and is supported through consistent whole-school practice.

Targeted Support (Attendance between 91% and 94.9%)

Where a pupil's attendance falls below 95%, the school will consider targeted support to prevent further decline and address emerging concerns. This may include:

- Early communication with parents/carers to discuss attendance concerns
- A meeting with parents/carers to identify potential barriers to attendance
- Practical support and agreed actions to address identified barriers
- Continuous monitoring of attendance and punctuality
- A review of progress, normally within 2 to 4 weeks, to determine whether further support is required

The focus at this stage is on early intervention, partnership with families, and preventing escalation to persistent absence.

Intensive Support (Attendance at or below 90% – Persistent Absence)

Where a pupil's attendance falls to 90% or below, the school will consider intensive, targeted support to address barriers to attendance. This may include:

- The development of an Attendance Support Plan, agreed with parents/carers, setting out clear expectations, responsibilities, and review points
- Consultation with external agencies, such as Early Help services, the Education Welfare Service (EWS), or health professionals, where appropriate
- A review of the pupil's individual circumstances, including any special educational needs and disabilities (SEND), medical needs, emotional wellbeing, or mental health factors, and the implementation of reasonable adjustments
- In exceptional circumstances, and only where it is in the pupil's best interests, a short-term reduced timetable may be considered as part of a structured reintegration plan. Any reduced timetable would:
 - Be agreed in writing with parents/carers
 - Be regularly reviewed
 - Include a clear plan and timescale for a return to full-time education
 - Not be used as a disciplinary sanction

Where parents/carers do not engage with the support offered, or where attendance does not improve despite sustained intervention, the school would consider next steps in line with Department for Education guidance and, where appropriate, in discussion with the local authority or other relevant agencies.

7. Attendance monitoring

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

The school will analyse its own attendance data and, where suitable comparable published data is available, use relevant national, regional or local information to provide context. Independent schools are not required to submit daily attendance data to the Department for Education. Attendance information and trends will be reported to the governing board as part of the school's internal monitoring and safeguarding arrangements.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Findings from attendance data analysis feed into the school's self-evaluation and development planning to identify trends, inform resource allocation, and ensure continuous improvement.

7.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the headteacher. At every review, the policy will be approved by the full governing board.

Watch item: the Children's Wellbeing and Schools Act 2026 introduces further attendance-adjacent duties, including a register of children not in school. Commencement of these provisions has not yet been confirmed; this policy will be updated once they take effect.

8.1 Internal Compliance Checks

To maintain continuous compliance, the school conducts termly internal audits of attendance registers. These checks verify:

- Correct use of DfE attendance codes.
- Timely recording of reasons for absence.
- Alignment between absence data and safeguarding logs.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Child Absconding Policy

Appendix 1: Attendance Codes (taken from DFE guidance)

CODE	Description
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
D	Dual registered at another school
C	Leave of absence for exceptional circumstance
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Z	Prospective pupil not on admission register
#	Planned whole school closure

Key

Present
Approved educational activity
Authorised absence
Unauthorised absence
Not counted in possible attendances

Review at least annually and whenever the DfE updates statutory attendance guidance. Registers must not remain open for more than 30 minutes.

Appendix 2: Attendance Procedures

The following flow chart shows procedures to follow for attendance:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
If no absence notice is received, office contacts parent/carer promptly (normally by 10am).	If absence remains unexplained, contact parent/carer again and check all available contact routes.	Continue daily contact attempts for unexplained absence.	Continue contact attempts and safeguarding review if the pupil remains absent without explanation.	Make final reasonable enquiries needed to establish the reason for the relevant session(s).
No response: send text/message, retry parent/carer and contact emergency contacts. Record Code N while the reason is being established.	Retry emergency contacts where appropriate and review safeguarding information/known vulnerabilities.	Review the case with the DSL/attendance lead and consider whether further safeguarding or Early Help action is required.	Re-attempt welfare/home visit where appropriate and proportionate.	If the reason is established, replace N with the appropriate attendance code.
If a reason is established, replace N with the appropriate attendance code and record who provided the information.	If a reason is established, replace N with the appropriate code and record the source of the information.	If a reason is established, replace N with the appropriate code.	Liaise with relevant services, including the local authority/Pupil Tracking or CME service where appropriate.	If the reason still cannot be established within 5 school days of the session, replace N with Code O.
If no contact is established, consider further safeguarding action according to the pupil's circumstances and known vulnerabilities.	If no contact is established, consider a welfare/home visit where proportionate and safe, following school safeguarding procedures.	Where appropriate, make/repeat a welfare or home visit and liaise with relevant agencies.	If a reason is established, replace N with the appropriate code.	Continue safeguarding/CME escalation as required; changing N to O does not end safeguarding enquiries.
Continue follow-up the next school day if the absence remains unexplained.	Keep Code N only while enquiries to establish the reason are continuing.	Record all enquiries, decisions and actions.	Prepare to resolve any remaining N code within the statutory 5-school-day limit.	Attendance lead/DSL records actions and any referrals or local-authority liaison.

Key rule: Code N is temporary. Replace it with the appropriate code as soon as the reason is established; if the reason cannot be established within 5 school days of the session, replace N with Code O. Safeguarding enquiries continue for as long as necessary.