



# St Teilo's Cluster Primary School Attendance Policy

## 2025-26



## **St Teilos Primary Schools Cluster Pupil Attendance Policy**

This policy has been written and agreed by the Headteachers of the St Teilos Primary Schools Cluster, supported by the Primary Cluster Attendance Officer in order to promote consistency in attendance for all children.

### **1. Equality Statement**

The St Teilos Primary Schools Cluster is committed to creating an inclusive, equitable and welcoming environment for all pupils, families and staff. We recognise our responsibilities under the Equality Act 2010 and are determined to remove barriers that may prevent any learner from accessing education, participating fully in school life or achieving their potential.

Across the cluster, we do not tolerate discrimination in any form. This includes discrimination based on age, sex, race, ethnicity, nationality, language, religion or belief, disability, sexual orientation, gender identity, socio-economic background or any other protected characteristic. We work to establish a culture where diversity is valued, dignity is upheld and every member of the school community feels safe, respected and able to contribute.

Our attendance practices are designed to promote fairness, challenge inequality and ensure equitable access to support. This includes:

- responding to each family's context with empathy and proportionality
- ensuring that systems do not disadvantage vulnerable groups, including pupils with ALN, CLA pupils and pupils facing challenging circumstances
- recognising the additional barriers experienced by some learners and adapting approaches where necessary
- monitoring attendance patterns to identify disparities and addressing them promptly
- working with parents, carers and partner agencies to support inclusion and wellbeing

We recognise that bullying, prejudice, discrimination and social exclusion can all affect a pupil's willingness or ability to attend school. Each school will monitor, record and respond to such concerns in line with local and national guidance, ensuring that issues are addressed quickly and pupils receive appropriate support.

Our aim is to ensure that every child in the St Teilos Cluster has equitable opportunities to attend, engage and flourish. This Equality Statement underpins the attendance policy and informs our work to promote wellbeing, belonging and success for all learners.

### **2. Mission Statement**

The St Teilos Primary Schools Cluster is committed to providing a full and effective education for every pupil. Attendance is understood as central to safeguarding, wellbeing and learning, and we work to ensure that pupils can access the opportunities school provides.

Our approach is rooted in early support and strong partnership working. We collaborate with parents, carers and partner agencies to identify barriers at an early stage and provide timely, proportionate help. This work aligns with the Welsh Government All Wales Attendance Framework, the Inclusive Attendance model and the All Wales Child Protection Procedures, ensuring that responses are consistent and informed by safeguarding considerations.

Regular attendance supports pupils' progress, confidence and engagement. We recognise that each family's circumstances are different, and our support is child-centred, relational and shaped by individual need. We promote a clear and consistent message across the cluster that attending school every day matters.

We are committed to:

- open and constructive communication with families
- accessible and inclusive systems
- early identification of concerns through high-quality monitoring
- a graduated and proportionate response to need
- a culture of connection and participation
- meeting local authority and Welsh Government requirements relating to attendance and registration

Schools across the cluster follow statutory expectations for registration, including twice-daily registers in line with the Education (Pupil Registration) (Wales) Regulations 2010. Attendance systems are reviewed annually to ensure they remain effective and aligned with expectations from governors, the local authority, the consortium and Welsh Government.

This policy sets out the procedures each school will follow to support pupils' attendance and to meet the attendance targets set by the local authority.

### **3. Promoting Attendance**

Good attendance is essential for pupils' learning, wellbeing and wider development. Across the St Teilo Cluster, we work proactively to create a positive culture where pupils feel able to attend every day and where families know that support is available when difficulties arise.

We promote strong attendance through early support, open communication and clear expectations. Staff build positive relationships with pupils and families so that any emerging concerns can be identified quickly. We recognise that attendance patterns can be influenced by many factors, and our approach focuses on understanding individual circumstances and responding in a fair and proportionate way.

To promote regular attendance, we:

- maintain clear, consistent expectations for punctuality and daily attendance
- monitor patterns closely to identify concerns early
- communicate with families in a supportive and constructive manner
- work with pupils to build confidence, engagement and a sense of belonging
- provide recognition for sustained effort, improvement and positive routines
- collaborate with local authority services and partner agencies when additional support is needed

Our focus is to ensure that every pupil is able to access learning, feel part of their school community and make progress. By working together with families and partners, we aim to keep attendance high and ensure that pupils receive the full benefits of school life.

#### 4. Inclusive Attendance Model

The St Teilos Cluster uses the Inclusive Attendance model to guide how we understand and support pupils' attendance. The model provides a clear and consistent framework for early identification, timely support and constructive engagement with families. It helps staff consider individual needs, identify barriers and plan the right level of help in line with Welsh Government expectations and local authority guidance. The model is built around four areas of practice:

- **School Culture**  
An environment where pupils feel welcome, respected and included.
- **Leadership and Management**  
Clear expectations, consistent processes and oversight of attendance patterns.
- **Systems and Processes**  
Reliable routines for monitoring, early identification and graduated support.
- **Teaching and Learning**  
High quality, engaging teaching that promotes participation and regular attendance.

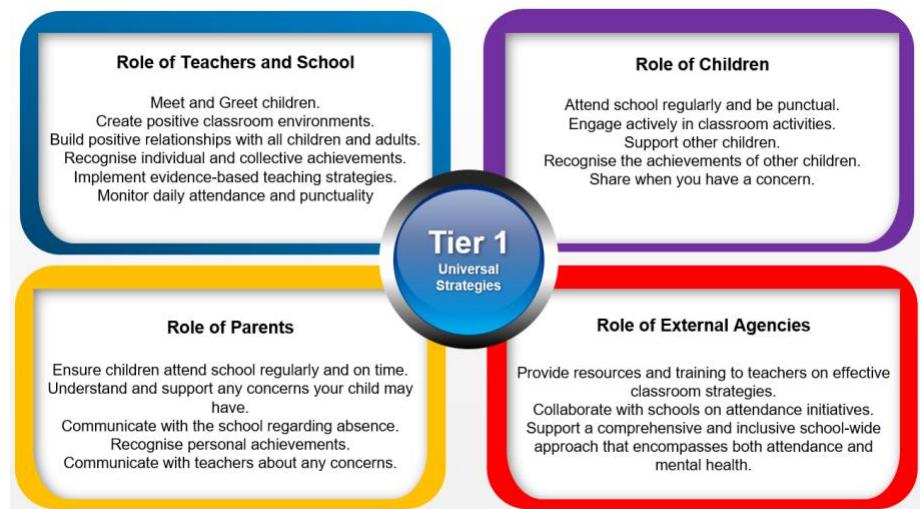
#### 5. Multi Tiered System of Support (MTSS)

Our schools use a Multi Tiered System of Support to ensure that attendance concerns are identified early and that support is proportionate to need. The tiers align with the Inclusive Attendance Model and the All Wales Attendance Framework. Days of absence are used as the primary measure for early identification, supported by percentage attendance data to meet Welsh Government requirements.

##### 5.1 The Tiers of Support

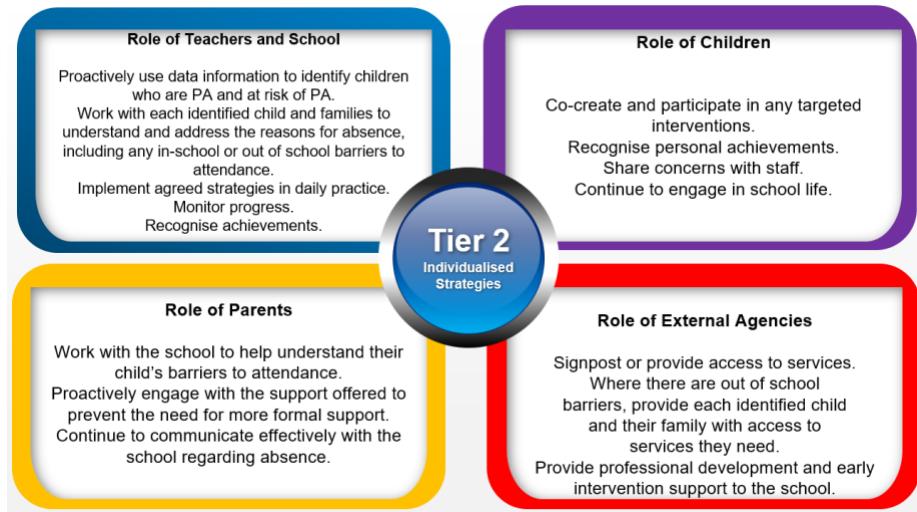
###### Tier 1: Universal Support

Available to all pupils. Universal support focuses on clear routines, positive relationships, strong communication with families and a welcoming, inclusive environment.



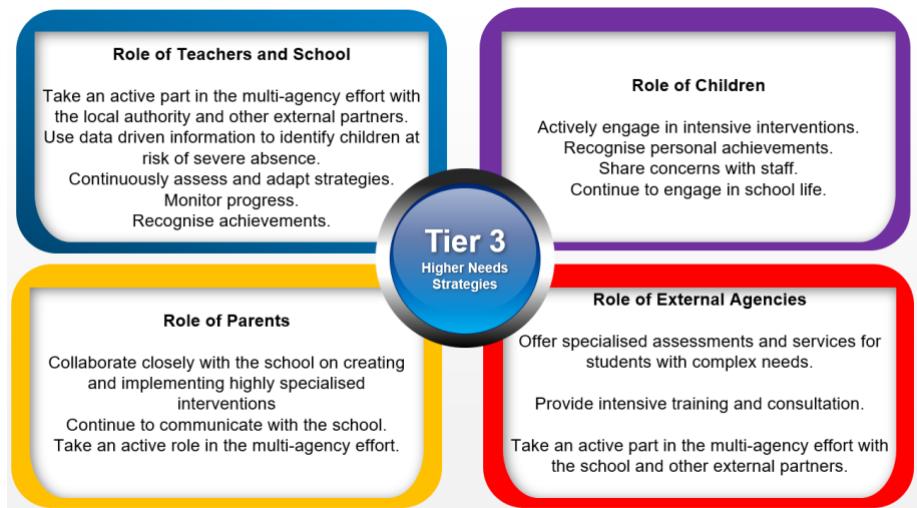
###### Tier 2: Targeted Support

Used when early patterns of concern emerge. This may include closer monitoring, early help pathways, wellbeing input and increased communication with parents or carers.



### Tier 3: Specialist Support

Used when absence becomes persistent or when concerns are complex or long standing. Specialist support may involve the School Attendance Officer, Education Welfare Service or external agencies.



### 5.2 Thresholds for Tier Movement

To ensure consistency across the cluster, the following days-of-absence thresholds guide movement into each tier. Movement is accumulative.

- 10 to 14 days of absence: Moderate risk of persistent absence - pupil moves into Tier 2 (Targeted Support)
- 14 to 18 days: High risk of persistent absence - pupil remains in Tier 2, but if attendance remains a concern, Tier 3 elements can start to be explored depending on the pattern of absence, vulnerability and professional judgement

- 19 or more days: Locked into Persistent Absence - pupil moves into Tier 3 (Specialist Support)

### **Movement Rules**

- Pupils can move up a tier if thresholds are met
- Pupils do not move back down a tier
- Support is maintained throughout the year, but the *intensity and frequency* of actions within that tier may reduce as attendance stabilises

This approach ensures consistency, fairness and sustained support for pupils who have experienced attendance difficulties.

### **5.3 Fast Tracking**

A pupil may be moved directly to a higher tier when early signs of risk are evident. Fast tracking applies when a pupil:

- has five or more days of absence before October half term
- has three or more separate spells of absence before October half term
- is both ALN and eFSM with early difficulty

Fast tracked pupils receive support at the tier that reflects their level of need, regardless of how many days of absence they have accumulated.

## **7. The Cluster 5-Step Attendance Approach**

The St Teilos Primary Schools Cluster uses a 5-Step Attendance Approach to ensure that responses to attendance concerns are consistent, timely and supportive across all schools. The percentage thresholds used within the steps help schools monitor patterns and meet statutory expectations, while the days-of-absence thresholds in Section 5 determine the level of support a pupil receives within the Multi Tiered System of Support.

All operational school actions linked to each step are set out in **Appendix 3**.

### **Step 1: Universal Promotion (100–95 percent)**

All pupils begin at Step 1. Attendance is promoted through clear routines, positive relationships and regular communication. Staff remain alert to early patterns or changes which may require support.

(Linked to Tier 1 of the MTSS)

### **Step 2: Early Concern (below 95 percent)**

Step 2 is used when attendance falls below 95 percent or when early concerns emerge. Schools contact parents or carers to discuss reasons for absence and offer appropriate support. Short-term monitoring or simple adjustments may be put in place.

(Linked primarily to Tier 1; may move to Tier 2 if days reach 10–14)

### **Step 3: Targeted Support (below 90 percent and below 85 percent)**

This combined step applies when attendance falls below 90 percent, or continues to decline towards 85 percent. The school meets with parents or carers to explore barriers and agree a practical

Attendance Action Plan. Monitoring is strengthened and pastoral, wellbeing or early help support may be put in place.

(Linked to Tier 2 of the MTSS, or Tier 3 if days-of-absence reach the higher thresholds)

#### **Step 4: Enhanced or Specialist Support (below 80 percent)**

Step 4 applies when attendance falls below 80 percent or patterns of concern require coordinated intervention. Schools may involve specialist services, including the School Attendance Officer, and hold multi-agency discussions where appropriate. Formal letters may be issued in line with local authority processes.

(Linked to Tier 3 of the MTSS)

#### **Step 5: Statutory Intervention (below 75 percent or statutory threshold met)**

Step 5 applies when attendance falls below 75 percent or when statutory criteria are met, including persistent unauthorised absence. The Education Welfare Service leads statutory processes, including consideration of Fixed Penalty Notices. Schools continue to offer pastoral support alongside statutory action.

(Linked to Tier 3 of the MTSS)

Any pupil who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school).

### **8. Roles and Responsibilities**

Promoting regular attendance is a shared responsibility across the St Teilos Primary Schools Cluster. Whilst the headteacher sets clear expectations for attendance, ensures systems are effective and consistent, and oversees strategic and statutory responsibilities, each member of the school community plays an important role in supporting pupils to attend, engage and succeed. The responsibilities below ensure clarity, consistency and accountability across all six schools.

#### **8.1 Pupils**

Pupils are expected to:

- attend school every day unless unwell or authorised to be absent
- arrive on time and be prepared for learning
- speak to a trusted adult if they feel worried or unable to attend
- contribute to attendance planning where appropriate

Schools will support pupils to understand the importance of attendance and to develop positive routines.

#### **8.2 Parents and Carers**

Parents and carers are expected to:

- ensure their child attends school regularly and punctually
- contact the school as early as possible on the first day of absence
- provide medical or other evidence when requested
- work collaboratively with the school to identify barriers to attendance
- attend meetings and contribute to supportive action plans

- engage with specialist services when needed

We recognise that some families face challenges, and schools will work with parents in a supportive, non-judgemental way.

### **8.3 Class Teachers and Support Staff**

Class teachers and support staff play a key role in:

- building positive relationships with pupils and families
- monitoring attendance patterns and noticing early concerns
- promoting a sense of belonging in the classroom
- contributing to Attendance Action Plans
- sharing information with the school's attendance lead
- supporting pupils' return after any period of absence

They help ensure that pupils feel valued, included and connected to school life.

### **8.4 Admin Staff**

Admin staff support the daily running of attendance systems and ensure that information is recorded accurately and promptly. They:

- take and update attendance information in line with school procedures
- carry out first-day response and follow-up calls
- ensure messages from parents and carers reach the correct staff
- record reasons for absence and update registers when evidence is provided
- support the Attendance Lead and SAO with monitoring and communication
- maintain clear and accurate records of attendance contact

They help ensure that attendance processes run smoothly and that concerns are shared quickly with the relevant staff.

### **8.5 School Attendance Lead (SLT)**

Each school identifies a senior leader responsible for coordinating attendance. They:

- monitor attendance data and identify patterns of concern
- lead early discussions with families
- chair attendance meetings and oversee Action Plans
- ensure staff follow the 5-Step Attendance Approach
- liaise with the School Attendance Officer (SAO)
- coordinate wellbeing pathways and internal support
- ensure that decisions consider safeguarding and individual needs

They ensure that attendance is approached consistently and relationally across the school.

### **8.6 School Attendance Officer (SAO)**

The cluster SAO supports schools by:

- reviewing attendance data across the cluster
- working directly with pupils and families with higher levels of concern
- carrying out home visits where appropriate
- advising schools on evidence, thresholds and next steps
- preparing information for possible referrals to EWS
- working alongside SLT to support pupils with complex barriers

The SAO provides targeted and specialist support within the cluster's MTSS.

### **8.7 Education Welfare Service (EWS)**

The Education Welfare Service:

- leads statutory processes where thresholds are met
- issues or considers Fixed Penalty Notices in line with guidance
- undertakes statutory casework when referred
- works with schools and families to resolve entrenched non-attendance
- ensures compliance with the Education Act and Welsh Government policy

EWS involvement takes place alongside, not instead of, school support.

### **8.8 Governing Bodies**

Governing Bodies are responsible for:

- monitoring overall attendance trends
- ensuring an effective policy is in place and reviewed annually
- challenging and supporting school leaders to improve attendance
- ensuring that systems align with Welsh Government guidance and cluster expectations

Governors are not involved in individual cases but ensure strategic oversight.

### **8.9 Local Authority**

The local authority is responsible for:

- providing schools with guidance, training and attendance data
- overseeing EWS processes and statutory functions
- ensuring consistent use of Fixed Penalty Notices across the authority
- supporting cluster-wide approaches such as Inclusive Attendance

### **8.10 Designated Safeguarding Person (DSP)**

The DSP ensures that attendance concerns are recognised as safeguarding matters and acted on promptly in line with the All Wales Child Protection Procedures.

### **8.11 Family Engagement Officers (where applicable)**

Family Engagement Officers work directly with families to strengthen relationships, remove barriers and support improved attendance through early, practical help.

## **9. Registration and Attendance Coding**

Schools in the St Teilos Primary Schools Cluster follow the *Education (Pupil Registration) (Wales) Regulations 2010* and the *All Wales Attendance Framework*. Registration is taken twice daily and all pupils must be recorded using the national attendance codes.

### **9.1 Registration**

- Registers are taken at the start of the morning session and after lunch.
- Schools operate a first-day response system; parents or carers should contact the school as early as possible to explain the reason for absence (by the school start time)
- Pupils arriving after the register closes are recorded using the relevant late or absence codes in line with local authority guidance.

## **9.2 Attendance Coding**

Schools use the national codes to ensure consistency across the cluster. Codes indicate whether a pupil is:

- present
- on authorised absence
- on unauthorised absence
- attending approved educational activity

“N” codes may be used temporarily while awaiting information. They must be reviewed daily, with any unexplained N codes replaced by “O” (unauthorised absence) if no reason is provided. Schools must ensure there are no missing marks and that N codes do not carry over into the next week.

## **9.3 Approved Educational Activity**

The following off-site activities count as present for attendance purposes:

- educational visits and residential trips
- sporting fixtures
- tuition or provision off-site
- authorised distance learning for Traveller pupils

## **9.4 Monitoring and Follow-Up**

Class teachers, support staff and admin teams play a key role in noticing emerging concerns. Any pattern of repeated absence, short illnesses, changes in routine or increasing lateness must be shared with the Attendance Lead.

**Daily:** the admin/attendance team provide SLT and the School Attendance Officer (SAO) with a summary of absences, unexplained N codes and lateness.

**Weekly:** the SAO shares a consolidated attendance analysis with the Attendance Lead and Headteacher, identifying emerging patterns, pupils nearing thresholds and any safeguarding concerns.

**Fortnightly:** where possible, the SAO meets with the admin and/or attendance team to review register accuracy, N codes, punctuality and short-term patterns of concern. These meetings focus on operational processes, early identification of issues and ensuring consistent daily practice.

**Half-termly:** the SAO meets with the Attendance Lead and/or Headteacher to review pupils in Tier 2 and Tier 3, consider wider patterns, and agree support or escalation as part of the graduated response. These meetings also provide an opportunity to discuss any Stage 1, Stage 2 or Stage 3 letters that may be appropriate, while allowing schools to act sooner where concerns escalate or safeguarding needs arise.

Half-termly reviews help ensure consistency across the cluster; however, schools may issue Stage 1, Stage 2 or Stage 3 letters at any point where concerns escalate, safeguarding issues emerge, or

professional judgement indicates that earlier contact with families is needed. Decisions are based on the context and needs of each pupil, not fixed dates.

Concerns are escalated through the MTSS, the cluster's 5-Step Approach and safeguarding procedures to ensure that support is timely and proportionate.

### **9.5 Vulnerable Groups**

Attendance is monitored at whole-school level and for identified groups, including ALN, eFSM, CLA, young carers and pupils with known vulnerabilities. Weekly reviews between the Attendance Lead and SAO ensure concerns are identified early. A more detailed analysis takes place each half term to review attendance gaps, support equity and inform self-evaluation and improvement planning.

### **9.6 Unexplained Absence and Welfare Checks**

Parents or carers are expected to contact the school by 9.00am on the first day of absence and provide a full reason, including the expected date of return.

Where no reason is provided, the school will contact parents through phone calls, text messages or agreed methods. Priority follow-up is given to pupils who are vulnerable or known to Children's Services.

To ensure safety and consistency:

- Three consecutive days of unexplained absence: the SAO conducts a welfare check.
- Within 24 hours: welfare checks are carried out for pupils on the child protection register or where safeguarding concerns are present.
- Schools notify the social worker and the Education Welfare Service of prolonged or concerning unexplained absence.

Welfare checks are used to confirm a pupil's safety and identify barriers affecting attendance so that supportive next steps can be agreed.

### **9.7 Early Years Attendance**

The cluster recognises the importance of strong habits in the early years. Although attendance is not compulsory before age five, schools promote regular routines and monitor patterns to identify barriers at an early stage. Supportive conversations are offered to families where concerns arise, with a focus on wellbeing and connection. Attendance concerns for non-compulsory pupils are not escalated through the 5-Step Approach but are addressed through relational, proportionate support. As pupils reach compulsory school age, schools reinforce expectations, guide families and support a smooth transition to full-time attendance.

## **10. Authorised and Unauthorised Absence**

Schools in the St Teilos Primary Schools Cluster follow Welsh Government guidance when determining whether an absence should be recorded as authorised or unauthorised. While parents and carers may provide a reason for absence, the decision to authorise rests with the school.

### **10.1 Authorised Absence**

Absence may be authorised when the school accepts that the reason provided is unavoidable or supported by appropriate evidence. Authorised reasons include:

- illness that prevents attendance
- medical or dental appointments that cannot be made outside school hours
- recognised religious observance
- unavoidable circumstances such as bereavement or family crisis
- approved off-site educational activities
- other exceptional circumstances agreed by the headteacher in advance

Schools may request evidence, such as medical confirmation, appointment cards or information from other professionals, particularly where patterns of absence emerge or attendance is already a concern.

## **10.2 Unauthorised Absence**

Absence is recorded as unauthorised when:

- no explanation is provided
- the reason given is not accepted as valid
- the school requests evidence but it is not provided
- a pattern of absence is inconsistent, concerning or unexplained
- holidays or family trips are taken without authorisation
- the pupil arrives after the register has closed

Unauthorised absence contributes to statutory thresholds and may lead to further action under the cluster's 5-Step Attendance Approach.

## **10.3 Illness**

Most minor illnesses do not require a child to stay at home. In line with NHS guidelines, pupils can attend school with manageable symptoms such as a mild cough, cold, sore throat, earache, tiredness or headache. If a child is able to get up, get dressed and do activities in or out of the house, they are generally well enough to come to school.

Pupils must remain at home for 48 hours after the last episode of vomiting or diarrhoea, in line with Public Health Wales guidance. A child with a high temperature (38°C or above) should remain at home until the fever has resolved. Some contagious infections, such as chickenpox, impetigo or scarlet fever, require short periods of time away from school. The cluster follows Public Health Wales guidance on exclusion times for infectious illnesses.

Schools promote simple routines that help reduce the spread of illness, including encouraging pupils to catch coughs and sneezes in a tissue and dispose of it, regular handwashing, and good hygiene throughout the day. Schools will also share information from Public Health Wales and the NHS, including guidance on seasonal illnesses and the importance of routine immunisations such as the winter flu vaccine where offered.

If one child in the family is unwell, siblings who are well should still attend school. Each child has their own attendance record, and the absence of one sibling does not automatically justify another child staying at home.

If a pupil requires medication during the school day, parents or carers must complete the school's medication form and hand medication directly to a member of staff. Medication must be clearly labelled with the child's name and dosage instructions.

Where illness becomes frequent or forms a pattern of concern, the school will contact families early to understand any underlying needs and offer support.

#### **10.4 Medical Appointments**

Schools in the St Teilos Primary Schools Cluster ask parents and carers to make medical and dental appointments outside the school day wherever possible, as this helps minimise disruption to learning. When an appointment must take place during school hours, parents and carers should inform the school in advance and provide appointment evidence. Pupils are expected to attend school before and after the appointment where appropriate, and should not miss a whole session unless clinically unavoidable.

Children should not be kept off school because a parent, carer or sibling has an appointment. Where ongoing medical needs affect attendance, schools will work with families to understand any barriers and offer supportive, proportionate help.

#### **10.5 Medical Evidence**

When illness becomes frequent, prolonged or part of an emerging pattern, the school may request medical evidence to authorise future absences. Evidence helps ensure fair and consistent decision-making across the cluster and supports early identification of health-related barriers.

Acceptable forms of medical evidence include:

- appointment cards
- hospital or consultant letters
- screenshots or photographs of appointment confirmations
- photographs of prescribed medication
- information from other health professionals

Where reasonable requests for evidence are not met, future illness absences may be unauthorised until clarification is received. Schools will always take a supportive and relational approach, recognising that some pupils have ongoing health needs requiring additional understanding and flexibility.

#### **10.6 Lateness**

Punctuality is monitored across the cluster as part of the attendance procedures. Pupils who arrive:

- **after registration but before the register closes** are marked as late (L code)
- **after the register has closed** are marked as unauthorised late (U code) unless an acceptable reason is provided

To ensure consistency, the following expectations apply across all schools:

- **When a pupil accumulates 10 late marks (L and U codes combined) within a term, the school will issue a punctuality concern letter.**
- **If punctuality does not improve**, parents or carers will be invited to a meeting to discuss barriers and the impact of late arrival on the child, and supportive strategies will be agreed.
- **Persistent late arrival after the register has closed (U codes), including arrival more than 30 minutes after the session begins**, may lead the school to request that a Fixed Penalty Notice is considered, where supportive measures have not led to improvement.

Schools will work with families in a supportive and solution-focused way to identify and address any barriers to punctuality.

Where practical, parents/carers should make contact with the school to inform them that their child/ren may be late to school. Pupils arriving late must be signed in by a parent or carer at the school office, and the reason for lateness must be recorded

### **10.7 Religious Observance**

Schools in the St Teilos Primary Schools Cluster follow the Welsh Government's **School Attendance and Religious Festivals Guidance (2023)** and Cardiff local authority expectations.

Absence for recognised religious observance can be authorised where:

- the request is made in advance
- the festival is one recognised by the family's faith tradition
- the duration requested is reasonable and in line with guidance

Parents and carers must inform the school of the date(s) their child will be absent. Schools code authorised religious observance using the **R code**.

Religious festivals do not authorise extended leave. Pupils are expected to attend school **before and after the observance** where appropriate.

### **10.8 Reduced timetables / Personalised support plans**

Some pupils may require a reduced timetable, phased return or bespoke pattern of attendance as part of an IDP, PSP, wellbeing plan, attendance agreement or ALN Base support. These timetables are short-term interventions designed to stabilise attendance, support wellbeing and enable successful reintegration.

When a reduced timetable is agreed, schools will:

- document the plan clearly, including agreed times, purpose and review dates
- share the plan with parents or carers and relevant staff
- record attendance accurately, using present marks for sessions attended and C codes for agreed authorised absence
- keep a separate internal record showing attendance against the pupil's personalised timetable, giving an accurate picture of engagement
- review the plan regularly, holding a formal review at least every four to six weeks

- increase attendance gradually as the pupil's confidence, readiness and wellbeing improve
- ensure the approach is consistent across the cluster and aligned with Cardiff LA and Welsh Government expectations

Attendance plans, including reintegration or support plans, are co-produced with pupils, parents or carers and, where relevant, professionals. Plans include clear actions, shared responsibilities and regular review points to ensure they remain supportive and achievable.

Reduced timetables are short-term and used only to support reintegration. The aim is for every pupil to return to full-time education as soon as they are able to do so.

## **11. Leave of Absence / Holidays in Term Time**

Regular attendance is essential for pupil progress, wellbeing and engagement. Leave of absence during term time is actively discouraged, and parents and carers do not have an automatic right to withdraw their child for family holidays or extended leave. Schools will explain the impact of absence on learning and the importance of maintaining strong routines.

### **11.1 Requests for Leave**

Parents and carers must request leave in advance using the school's Leave of Absence form. The headteacher will consider:

- the reason for the request
- the pupil's current and previous attendance
- any wellbeing, safeguarding or pastoral information
- the timing of the absence and potential impact
- any patterns of previous leave or unauthorised absence

Notification should be made at least one month in advance where possible. Failure to request leave, or failure to return by the agreed date, may result in the pupil being recorded as unauthorised absent and could place the school place at risk.

### **11.2 Authorised and Unauthorised Leave**

In line with Cardiff expectations, if a pupil's attendance was 92% or above in the previous academic year, the headteacher may authorise up to five days of leave (H code). This is discretionary and depends on the circumstances of the request.

All other leave will be recorded as unauthorised (G code).

### **11.3 Extended Leave and Removal from Roll**

Where a pupil is absent for more than 20 school days, the school must remove the pupil from roll under the Education (Pupil Registration) (Wales) Regulations 2010. The family must reapply for a place and a place cannot be guaranteed.

### **11.4 Exceptional Circumstances**

Leave may be authorised in exceptional circumstances, such as significant family events, bereavement or circumstances affecting a pupil's wellbeing. Routine holidays, travel convenience, parental work commitments or family visits do not meet the threshold for exceptionality.

## **12. Fixed Penalty Notices (FPNs)**

Schools in the St Teilos Primary Schools Cluster follow the Welsh Government Fixed Penalty Notice (Wales) Regulations 2013 and the Cardiff Council Code of Conduct, including the criteria used on the official FPN request form.

A Fixed Penalty Notice may be considered only by the Education Welfare Service following a request from the school. Schools must show that reasonable attempts have been made to engage and support the family before statutory action is considered.

### **12.1 When a Fixed Penalty Notice May Be Considered**

A notice may be requested by the school and issued by the Education Welfare Service where one of the following criteria is met:

- ten or more unauthorised sessions (five days) within the current term. These do not need to be consecutive. The pupil's overall attendance must be above 70% for this criterion to apply.
- ten or more unauthorised late marks after the register has closed in the current term
- failure to improve attendance following supportive interventions
- The absence is due to a term-time holiday, where the pupil's attendance in the previous year was below 92%

### **12.2 Issuing Process**

Only the Education Welfare Service can issue a Fixed Penalty Notice.

Where required by the Cardiff Code of Conduct, a formal warning letter and a 15-day improvement period will be issued before a notice—except in cases of holiday absence.

### **12.3 Amount and Payment**

- £60 if paid within 28 days
- £120 if paid between 28 and 42 days

If unpaid after 42 days, the local authority may begin prosecution under Section 444 of the *Education Act 1996*.

## **13 Recognition-Based Approach**

The St Teilos Primary Schools Cluster uses a recognition-based approach to strengthen belonging, motivation and engagement with attendance. This approach is relational rather than reward-driven and focuses on acknowledging each pupil's effort, progress and personal circumstances.

Schools will:

- recognise small, positive steps such as improved routines or increased punctuality
- notice and acknowledge when pupils overcome barriers to attend
- celebrate improvements at individual or class level in an inclusive and meaningful way

- use positive conversations to reinforce belonging, readiness and engagement
- ensure that any rewards or incentives used are equitable, accessible to all pupils, and aligned with the principles of Inclusive Attendance
- avoid reward systems that disadvantage pupils, such as incentives based solely on 100 percent attendance or systems that exclude pupils with legitimate absence

Recognition is used to build confidence, trust and connection. It forms part of the supportive culture that underpins the cluster's Inclusive Attendance approach.

#### **14 Children Missing Education (CME)**

Schools in the St Teilos Primary Schools Cluster follow Cardiff local authority procedures for Children Missing Education. Any pupil who is absent without explanation, whose whereabouts are unknown, or who has not returned to school after an agreed period of leave will be treated as a potential CME case. Concerns will be escalated to the School Attendance Officer and the Education Welfare Service, and appropriate checks will be undertaken to establish the child's safety and location. Where a pupil has been absent for 20 consecutive school days and attempts to contact the family have been unsuccessful, the school may remove the pupil from roll in line with statutory regulations and local authority guidance.

#### **15 Wellbeing and Attendance**

The St Teilos Primary Schools Cluster recognises the strong relationship between attendance, wellbeing and engagement in learning. Attendance concerns often reflect wider barriers, and schools take a holistic, child-centred approach when exploring the reasons behind absence.

Schools will:

- consider wellbeing as part of every attendance discussion
- use trusted adults to check in with pupils who may feel anxious or disconnected
- provide access to pastoral, emotional or behavioural support as needed
- work collaboratively with families to understand any underlying needs
- make referrals to Early Help, school nursing, counselling or other services where appropriate
- ensure that any attendance plan considers the pupil's voice, confidence and emotional readiness
- monitor patterns such as lateness, repeated illness or school avoidance as possible indicators of unmet wellbeing needs

Wellbeing support sits within the cluster's Multi Tiered System of Support. It is available at all tiers and may continue even when attendance improves, ensuring that pupils feel safe, supported and able to engage fully in school life.

##### **15.1 Positive Starts and Morning Check-Ins**

The St Teilos Primary Schools Cluster recognises that the start of the school day plays an important role in supporting attendance, belonging and emotional readiness. Each school will establish positive morning routines that help pupils feel welcomed, safe and ready to learn.

Schools will:

- greet pupils warmly as they arrive
- provide a predictable, calm routine at the start of the day
- offer supportive check-ins for pupils who may be worried, dysregulated or reluctant to attend
- ensure that pupils arriving late are welcomed sensitively and helped to settle quickly
- avoid drawing attention to lateness in a way that embarrasses or discourages the pupil
- use known, trusted adults when additional reassurance or regulation is needed
- adapt expectations where necessary for learners with ALN, wellbeing needs or ABSA

These routines help pupils reconnect with school, regulate emotionally and feel that they belong, which supports attendance across the school day.

They also align with Cardiff's approach to ABSA and the Inclusive Attendance principles of connection, consistency and relational practice.

## **15.2 Anxiety-Based School Avoidance (ABSA)**

The St Teilos Primary Schools Cluster follows Cardiff local authority guidance on supporting pupils experiencing Anxiety-Based School Avoidance (ABSA). ABSA is recognised as a wellbeing need that requires early, compassionate and coordinated intervention.

Schools will:

- identify early signs of anxiety that may affect attendance
- use relational, non-punitive approaches that focus on safety, predictability and belonging
- work with parents and carers to understand triggers and reduce barriers to attending
- develop a gradual reintegration plan where appropriate
- involve relevant services such as Early Help, school nurses, counselling, Educational Psychology or other wellbeing support
- ensure that absence linked to anxiety is monitored, reviewed and responded to within the Multi Tiered System of Support
- record absence codes accurately in line with Welsh Government and Cardiff LA guidance

ABSA support is considered part of the school's wellbeing offer and may continue even when attendance begins to improve. The focus is on building confidence, stability and readiness to attend, rather than escalating sanctions.

## **15.3 Reintegration Following Extended Absence**

Where a pupil has been absent for an extended period, for example due to medical needs, hospital admission or other exceptional circumstances, the school may develop a reintegration plan to support a successful return. Reintegration planning may include:

- a gradual increase in time back in school
- pastoral or wellbeing support
- liaison with external professionals
- curriculum adjustments where appropriate
- regular check-ins with a trusted adult

Plans are developed in partnership with parents or carers and reviewed regularly to ensure that the pupil feels safe, settled and supported.

#### **15.4 Risk and protective factors**

Attendance discussions consider a wide range of risk and protective factors, including those related to the child, family, school and wider community. Schools explore push and pull factors that may influence attendance and respond using relational, graduated support.

#### **16. Communication with parents**

The St Teilos Primary Schools Cluster is committed to clear, timely and supportive communication with parents and carers about attendance. Communication is relational, solution focused and aims to ensure that families feel informed, involved and supported.

Schools will:

- contact parents on the first day of absence if no reason is provided
- share emerging attendance concerns early, before patterns become entrenched
- explain attendance expectations clearly, including how attendance is recorded
- provide termly attendance summaries, advice and guidance to parents, in range of communication options such as letters, messages, during parents' evenings and through annual reports.
- contact parents promptly when thresholds in the 5-Step Attendance Approach
- invite parents to meetings at the appropriate steps to discuss barriers and agree support
- provide copies of Attendance Action Plans, reintegration plans or any agreed adjustments
- keep parents updated on progress, improvements and next steps

Communication is:

- respectful, empathetic and solution focused
- proportionate to the level of concern
- mindful of family circumstances, language needs and vulnerabilities

Parents are informed who to contact regarding attendance, wellbeing or support.

Where attendance becomes a concern, parents will receive:

- early concern letters (Step 2)
- targeted support letters and meeting invitations (Step 3)
- enhanced support or SAO involvement letters (Step 4)
- statutory intervention letters (Step 5)
- punctuality warning letters

The cluster uses a set of shared letters and templates to ensure consistency.

#### **17. Professional Development**

Attendance is a shared responsibility across the St Teilo's Primary Cluster, and staff will receive ongoing development to support this. Training will focus on the skills and knowledge needed to strengthen attendance, including the principles of Inclusive Attendance, the cluster's graduated response and the relational approaches that underpin the MTSS model. Schools within the cluster will also share effective practice, resources and learning to support consistency and continuous improvement. Professional development reflects school priorities and the needs of learners, with opportunities for staff to revisit and deepen their understanding over time. New staff receive guidance on attendance expectations and processes as part of their induction.

**Appendices:**

- 1 – Register codes
- 2 – Legislation
- 3 – 5-Step Approach
- 4 – FPN
- 5 – 5 step approach letters
- 6 - SAO Referral
- 7 – Late letters
- 8 – Leave of absence / holiday request form
- 9 – Attendance Agreement proforma

## APPENDIX 1

### The registration system

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

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

## APPENDIX 2

### Legislation and guidance

The Education Act 1996 Part 1, Section 7 states:

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

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

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

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

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

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

### Registers and admission.

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

### Attendance targets

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

### Guidance documents relating to attendance

- All Wales Child Safeguarding Procedures
- Keeping Learners safe
- Belonging, engaging and participating – Guidance on improving learner engagement and attendance
- The All Wales Attendance Framework
- The National Assembly for Wales Circular 47/2006 Inclusion and Pupil Support.
- Consortium's Attendance Strategy
- Local Code of Conduct relating to the Fixed Penalty Notice scheme
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes

### Code Use for Common Courses and Activities

Exceptions	Code	Sims notes
Music Exams	B	Misic Exam Letter provided
S&L Therapy	B	SALT Letter provided and copied
Asthma Clinic	M	Astmas Clinic – Appointment card copied
Physiotherapy	M	Physiotherapy appointment, card copied

Sporting Tours	C	Tour and Date. Evidence provided
Football Academy with class learning	B	Letter copied
Football Academy without class learning	C	Letter copied
Club and National Competitions	P	Letter copied
Oversee Trips through Competitions	P	Letter copied
Travelling Time to Competitions (with letter from Club)	C	Letter copied
E learning where there is an agreed package with LA	B	Evidence letter copied
Child Performance	C	Evidence letter

**\* Any evidence provided to support code usage must be retained by school**

**APPENDIX 3**

**Attendance 5 Step Approach- School Actions**

<b>Stage 1- 100%-95%</b>						
Positive letter sent home termly	Positive text sent home termly					
<b>Stage 2- &gt; below 95%</b>						
Lead SLT for attendance to discuss with parent if parent responds to letter	Stage 1 letter		Tutor/pastoral staff review progress since initial pupil discussion			
<b>Stage 3a- below 90%</b>						
Invite parents into meeting with lead SLT - use attendance support plan.	If parents fail to attend, SLT to telephone home to explore barriers-set targets etc	Medical evidence letter sent				
FPN- 10 unauthorised sessions Y/N	FPN-10 unauthorised late ( U codes) Y/N	FPN holiday- Y/N	FPN referral form sent	FPN certificate sent at end of monitoring		
<b>Stage 3b- below 85% and majority UA</b>						
Referral to SAO-school to generate SAO referral 1 <sup>st</sup> announced home visit explore barriers- set target for improvement- consider referrals to support agencies- use assessment form	SLT- continue to discuss at link meetings with SAO, review SAO referral form for actions		SAO review home visit			
FPN- 10 unauthorised sessions Y/N	FPN-10 unauthorised lates ( U codes) Y/N	FPN holiday- Y/N	FPN referral form sent	FPN sent at end of monitoring		
<b>Stage 4- below 80%</b>						
SAO makes 2 <sup>nd</sup> announced visit, review progress, continue to explore barriers. Use other forms of communication- text/ telephone	SLT/SAO consider if referrals to any other agencies needed		SAO discusses case with link EWO			
FPN- 10 unauthorised sessions Y/N	FPN-10 unauthorised late ( U codes) Y/N	FPN holiday- Y/N	FPN referral form sent	FPN sent at end of monitoring		
<b>Stage 5- below 75%</b>						
SAO ensures referral criteria met. Refer case to EWS.		SAO/EWS continue to communicate. EWS to feedback contact to SAO				

**Punctuality.**

All pupils are required to be in school on time. 10 late will result in a letter.

If there is no improvement, a meeting will be held to discuss the impact of late arrival on the child. SAL to complete Significant late arrival of more than 30 minutes may result in a request for a FPN. SAL to complete, discuss with SAO.

## **APPENDIX 4:**

### **Fixed Penalty Notices for Non-attendance at School**

(subject to change as schools will follow the latest guidance as and when published)

Reducing unauthorised absence from school is a key priority nationally and locally because missing school damages a pupil's attainment levels, disrupts school routines and the learning of others. Truanting can also leave a pupil vulnerable to anti-social behaviour and youth crime.

Penalty Notices supplement the existing sanctions currently available under Section 444, Education Act 1996 or Section 36, the Children's Act 1989 to enforce attendance at school where appropriate.

#### ***What is a Fixed Penalty Notice?***

Under existing legislation, parents/carers commit an offence if a child fails to attend school regularly and the absences are classed as unauthorised (absences without a valid reason). Depending on circumstances such cases may result in prosecution under the Education Act 1996.

A Fixed Penalty Notice is an alternative to prosecution, which does not require an appearance in court.

Payment of a Fixed Penalty Notice enables parents/carers to discharge what is potentially the liability for a criminal conviction.

#### ***What are the costs?***

An FPN is £60 if paid within 28 days of receipt of the notice, rising to £120 if paid after 28 days (but within 42 days of receipt).

If the FPN is not paid in full by the end of the 42 days the local authority must either:

- prosecute parents/carers in the usual way using Section 444(1) and (1A) of the Education Act 1996); or
- withdraw the FPN (in limited circumstances as set out in this Code of Conduct). It will be the responsibility of the school to request that the EWS to issue an FPN and those requests will only be considered where there is proven evidence of unauthorised absence due to the following circumstances:
  - where there is a minimum of 10 unauthorised sessions (5 school days), which do not need to be consecutive;
  - pupils persistently arriving late after the close of the registration period, i.e. more than 10 sessions with a U code within each term;
  - where parents/carers have failed to engage with the school, the SAO or the EWS in attempts to improve attendance but where court sanctions have not been instigated;
  - a period of absence from school due to a holiday which is an unauthorised absence; or
  - a pupil has regularly come to the attention of the police during school hours and is absent from school without an acceptable reason.

We never take such action lightly and would far rather work with parents/carers to improve attendance without having to resort to enforcement action.

Attendance is regarded as highly important and we will use our powers if this is found to be the only way of getting a child to attend school.

Procedure for issuing a Fixed Penalty Notice Once the EWS receive a request, they will:

- send a formal written warning to the parent/carer notifying them that they may receive a FPN and why;
- set a period of 15 days to allow the parent/carer to respond. During the 15-day period the pupil must not have any unauthorised absences from school;
- at the end of the 15 days, all facts considered to be appropriate, issue a penalty notice via first-class post.

#### ***When are they used?***

Where a school requests that FPN be issued as a response to a period of unauthorised holiday absence, the formal warning letter and 15-day improvement period will not apply. Is there an appeal process? No.

There is no statutory right to appeal once a notice has been issued. If you consider that a notice has been wrongly issued to you, you can make representation for it to be withdrawn. If it is not withdrawn, you must pay the penalty or you may be prosecuted for failing to ensure your child's attendance at school.

#### ***How do I pay?***

You need to be aware that payment in part or by instalments is not an option with penalty notices. You can pay online, to do this you will need your FPN number (starting with SNA), your debit or credit card or you can pay by cheque.

All payments by cheque must be sent with your name, address and your Fixed Penalty Notice number on the reverse of your payment to:

Cardiff Council  
PO Box 9000  
Cardiff  
CF10 3WD

Cheques should be crossed and made payable to Cardiff Council.

Post-dated cheques are not accepted. Please do not send cash by post. To pay in person, which will be a cash payment only you pay at the following address:

Education Welfare Service,  
Room 422,  
County Hall,  
Atlantic Wharf,  
Cardiff,  
CF10 4UW

**Appendix 5.1 Positive communication (Stage 1 95%+) – Letter version**

[Date]

Dear parents/carers of [Child's name],

**Re: Attendance update**

We are pleased to inform you that your child's attendance currently sits within our target range of **95–100% (missing fewer than X days)**, which is a strong foundation for learning and progress. Good attendance helps children build confidence, maintain friendships, and make the most of every learning opportunity.

We appreciate your ongoing efforts to ensure your child attends regularly and punctually. If any challenges arise that might affect attendance, please let us know so we can offer support at an early stage.

Thank you for your continued commitment to your child's education.

Yours sincerely,

**[Headteacher Name]**

Headteacher

**[School Name]**

**Appendix 5.2 Positive communication (Stage 1 95%+) – Text/message version:**

We're pleased to see your child's attendance is within our target range of 95–100% (missing fewer than X days). Regular attendance makes a real difference to learning and confidence. Thank you for your continued support in helping your child attend school every day and on time.

**Appendix 5.3 Letter 1 (Stage 2, under 95%):**

**[Date]**

**Dear parents/carers of [Child's name],**

**Re: Concern regarding attendance**

Our attendance records show that your child's attendance has fallen below 95% (missing **X** days or more). Regular attendance is very important for your child's learning, progress and well-being. Even short or occasional absences can affect continuity, confidence and achievement.

We understand that some absences are unavoidable, but we would like to work with you to make sure your child can attend school as regularly as possible. Please contact us if there is anything affecting your child's attendance so that we can offer support or discuss ways to help.

If attendance does not improve, you may be invited to meet with a senior member of staff to discuss how we can work together to achieve better consistency.

Thank you for your cooperation in supporting your child's education through regular attendance.

Yours sincerely,

**[Headteacher Name]**

**Headteacher**

**[School Name]**

**Appendix 5.4 Letter 2 (Stage 3a under 90%, meet SLT, request medical evidence):**

[Date]

Dear parents/carers of [Child's name],

**Re: Continued concern regarding attendance**

Our attendance records show that your child's attendance has now fallen below 90% (missing **X** days or more). This means that they are missing a considerable amount of learning time, and we would like to work closely with you to improve this. Regular attendance is vital for your child's learning, progress and well-being.

We recognise that absence can sometimes be unavoidable, and we want to understand any difficulties that may be affecting your child's ability to attend regularly. If your child's absences are due to medical reasons, we now require you to provide medical evidence such as an appointment card, consultant letter or a photograph of prescription medication. This will help the school to authorise absences appropriately in line with the Cluster Attendance Policy (2025–26).

We would like to invite you to a meeting in school to discuss this and to agree an attendance support plan with clear actions and realistic targets.

Please contact the school within five school days to confirm a suitable time for this meeting.

Thank you for working with us to support your child's education.

Yours sincerely,

[Headteacher Name]

Headteacher

[School Name]

**Appendix 5.5 10+ unauthorised absences but no FPN will be issued due to family circumstances:**

**[Date]**

Dear parents/carers of [Child's name],

**Re: Concern regarding attendance**

Our attendance records show that your child has accrued **10 unauthorised absences** this term. This level of absence is causing concern and does not meet the expected standard of regular attendance required to support your child's learning and progress.

Regular attendance is a legal requirement, and the school has a duty to monitor and respond to patterns of unauthorised absence in line with the *Cluster Attendance Policy (2025–26)* and Cardiff Council's Code of Conduct.

We understand that there may be genuine reasons for absence; however, when **no reason, an invalid reason, or no supporting evidence has been provided when requested**, the absences must be recorded as unauthorised. Frequent absence can have a serious impact on your child's learning, well-being, and sense of belonging in school.

Please make every effort to ensure your child attends school every day unless they are genuinely unwell. If you are experiencing any difficulties that affect attendance, please contact the school so that we can offer support.

If unauthorised absences continue, the matter may be formally referred to the School Attendance Officer.

Thank you for your cooperation in supporting your child's education through regular attendance.

Yours sincerely,

**[Headteacher Name]**

**Headteacher**

**[School Name]**

## Appendix 6

### School Attendance Officer : Referral Form (to be completed by the school)

**Pupil Name:** \_\_\_\_\_ **Year Group:** \_\_\_ **Date of referral:**\_\_\_\_\_

**School:** \_\_\_\_\_

**ALN:** Yes / No    **eFSM:** Yes / No    **EAL:** Yes / No    **CLA:** Yes / No    **Traveler:** Yes / No

**Medical:** Yes / No (If yes provide details \_\_\_\_\_ )

#### **Reason for Referral (tick all that apply):**

- Attendance remains below 85%
- Attendance Agreement / School Support Plan not successful
- Persistent lateness
- Other: \_\_\_\_\_

Brief summary of concern or current situation:

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#### **SAO Involvement Prior to Referral (tick all that apply):**

- SAO supported school with monitoring and data review
- SAO contributed to/attended Attendance Agreement meeting
- SAO advised on early interventions before referral

Notes on pre-referral involvement:

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#### **Attendance Agreement / Support Plan (Stage 3a)**

- Plan created on: \_\_\_\_\_
- Review held on: \_\_\_\_\_
- Attendance did not improve following review

Summary of outcomes:

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**School Actions Checklist:**

Action	Completed (✓)	Date
Letter 1 sent (Stage 2 – under 95%)		
Letter 2 (Stage 3a – under 90%. Medical evidence requested. Invite to SLT meeting)		
SLT meeting (or phone call if parent did not attend arranged meeting)		
Attendance agreement / support plan implemented and reviewed		
FPN issued? (if required)	If yes, give details:	

**Other relevant notes** (*Please provide brief details of any relevant information not captured anywhere else on the form: siblings attendance, medical conditions or additional needs, other agencies involved, language spoken at home, known family circumstances, mental health, child protection, bereavements, young carer etc*)

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**Referral Submitted By:**

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher Signature (if not person above): \_\_\_\_\_ Date: \_\_\_\_\_

**Next Steps Following Referral (School Attendance Officer to complete):****Step 1 – Announced Home Visit (Assessment)**

Date: \_\_\_\_\_ Who was present: \_\_\_\_\_

Summary of discussion / remaining barriers identified:

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**Step 2 – Review and Revised Targets, building on School Attendance Agreement**

Previous target(s): \_\_\_\_\_

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Progress made: \_\_\_\_\_

New target(s): \_\_\_\_\_

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Review period: \_\_\_\_\_

Support actions agreed: \_\_\_\_\_

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---

Consequences explained:  Yes  No

**Step 3 – Referrals to Support Agencies**

Agencies involved / referred to: \_\_\_\_\_

Date: \_\_\_\_\_ Follow-up outcome: \_\_\_\_\_

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**Step 4 – SLT / SAO Link Meeting Review**

Date of meeting: \_\_\_\_\_ Who attended: \_\_\_\_\_

Progress summary / agreed actions:

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**Step 5 – SAO Review and Decision**

Date reviewed: \_\_\_\_\_

Outcome:

- Improvement – case stepped down
- Partial improvement – continue plan
- No improvement – escalate (FPN / legal action)
- FPN issued – Date: \_\_\_\_\_

Notes:

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Additional info if required:

Appendix 7.1 - 10+ lates letter:

[Date]

Dear parents/carers of [Child name],

**Re: Concern regarding punctuality**

Our attendance records show that **your child has been late on 10 occasions this term**. While we understand that mornings can sometimes be challenging, arriving late can have a negative impact on your child's learning and well-being.

When a child arrives late, they can miss important introductions to lessons, consolidation activities, and warm-ups that prepare them for the day's learning. Missing these early activities can make it harder for your child to settle, engage fully, and build on previous learning.

We ask that you make every effort to ensure your child arrives at school on time each day. If you are experiencing any difficulties that affect punctuality, please contact the school so that we can offer support.

**If punctuality does not improve, we will invite you to a meeting to discuss how we can work together to address this. Please be aware that continued lateness or arriving more than 30 minutes after the start of the school day may result in a referral to the School Attendance Officer and a possible Fixed Penalty Notice (FPN), in line with the Cluster Attendance Policy and Cardiff Council's Code of Conduct.**

Thank you for your cooperation in supporting your child's education through good attendance and punctuality.

Yours sincerely,

[Headteacher Name]

Headteacher

[School Name]

Appendix 7.2 Lates continuing letter:

[Date]

Dear parents/carers of [Child's name],

**Re: Continued concerns regarding punctuality**

Our records show that your child has continued to arrive late to school on several occasions since our previous letter. While we understand that mornings can sometimes be difficult, consistent lateness affects your child's learning and the start of their school day.

When children arrive after lessons have started, they miss important introductions, consolidation activities, and morning routines that help them settle and engage with their learning.

In line with the St Teilo Cluster Attendance Policy (2025–26), we would now like to invite you to a meeting to discuss how we can work together to improve punctuality and support your child in getting the best start each day.

**Please contact the school office within five school days to confirm a suitable time for this meeting.**

Thank you for your cooperation and continued support.

Yours sincerely,

[Headteacher Name]

Headteacher

[School Name]

## Appendix 8

### Application for pupil leave of absence during term time

Please complete and return to school

Please note: taking your child out of school during term time could be detrimental to your child's educational progress. Any requests of term-time absence should be made to the school at least one month in advance.

Welsh Government policy is that parents should not normally take pupils on holiday during term time and by doing so you may incur a FIXED PENALTY NOTICE for each pupil.

Each request will be considered individually and take into consideration factors such as the pupil's age, the timing of the proposed holiday and the overall attendance pattern of the pupil.

Name of pupil(s): \_\_\_\_\_ Class(es): \_\_\_\_\_

First day of absence: \_\_\_\_/\_\_\_\_/\_\_\_\_ Last day of absence: \_\_\_\_/\_\_\_\_/\_\_\_\_

No. of school days: \_\_\_\_\_ Please see the info below regarding absence exceeding 20 days

Reason why leave of absence is necessary during term time: \_\_\_\_\_

I am aware that if my child does not return to school after 20 days of continuous absence they will automatically be removed from the school and I will have to reapply on my return to Cardiff. I understand school cannot guarantee re-admittance in this case.

I understand that failure to return to school on the agreed date will mean the school will commence Children Missing Education enquiries that may involve local authority investigation

If attendance is less than 92% and leave is for longer than 5 days or more the school may request a fixed penalty notice. If absence is above 10 days a fixed penalty notice request may be requested regardless of the level of my child's attendance.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Parent or Carer signature: \_\_\_\_\_

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

#### SCHOOL TO COMPLETE:

Attendance at time of holiday request	Attendance this academic year: (%)	Attendance last academic year: (%)	PERMISSION GRANTED (Authorised absence - H)	
			PERMISSION NOT GRANTED (Unauthorised absence - G)	

Reason: \_\_\_\_\_

Head/Deputy signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix 9

### Attendance Agreement

Pupil's Name:	XXXXXXXX XXXXXXXXXX
Class:	Year X
Date of Meeting:	
Attendees:	Scott Norman (Attendance Officer); XXXXXX (Parent); XXXX (Staff), XXXXX (Child)
Tier of Support:	Tier 2

#### Description of the Current Situation

*Attendance this year and last year.*

#### Concerns

- 
- 
- 

What's working well?	What are the barriers?
Risk factors	Protective factors

#### What Are We Worried About as a School?

(What effect is current attendance having)

#### 6 week intervention: Targets (to be achieved by XXXXXX):

##### Target 1:

Baseline:

Expected Level:

##### Target 2:

Baseline:

Expected Level:

##### Target 3:

Baseline:

Expected Level:

Support Strategy (What actions will each person do to support this plan)	Who is Responsible
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	<b>Attendance Officer</b>
	<b>Classroom staff</b>
	<b>Parent</b>
	<b>Head of School</b>

**Entry and Exit Criteria**

<b>Entry Criteria</b>	
<b>Exit Criteria</b>	

**Next Steps if Attendance Does Not Improve:** If XXXXXX's attendance does not improve after six weeks, a review meeting will be held with the family. Support strategies will be revisited and adapted as necessary. If progress remains limited, the case may move to a Tier 3 Attendance Support Plan and involve the Education Welfare Officer. The focus will remain on collaborative support to help XXXXXX develop consistent attendance habits and confidence.

**Signatures**

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Attendance Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Leader: \_\_\_\_\_ Date: \_\_\_\_\_