



School Student Attendance Statement (local arrangements)

Dunnington CE Primary School

1. Introduction

This statement explains how Dunnington CE Primary School implements the Yorkshire Learning Trust Student Attendance Policy.

It provides clear guidance for students, parents and staff on how attendance is managed in this school.

At Dunnington CE Primary School, we believe strong attendance is built through positive relationships, high expectations and students feeling safe, known and valued within the school community.

We are committed to working in partnership with families to support good attendance and to address concerns early where they arise. Our approach is supportive, inclusive and focused on understanding and addressing barriers to attendance wherever possible.

2. Key Contacts

The following staff have responsibility for attendance:

- Attendance Lead: Clare Thompson
 - Attendance Officer: Hazel Hutchison
 - Senior Leader responsible: Clare Thompson
 - Contact details: head.dunningtonprimary@york.gov.uk
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3. The School Day

The structure of the school day is as follows:

- Start of day: 8:45am
- Registration times: 8:50am and 1:00pm
- Close of register: 9:00am and 1:15pm
- End of day: 3:15pm

Attendance registers are completed at the start of the morning and afternoon sessions in line with statutory requirements. We record student attendance using national attendance codes.

Where absence reasons are not immediately known, the school will record this using the appropriate code and ensure that this is updated within five school days.

4. Reporting Absence

Parents and carers should contact the school as early as possible on the first day of absence using the following methods:



- Telephone: 01904 552910
- Email: dunningtonprimary.school@york.gov.uk

Please provide:

- the reason for absence;
 - the expected date of return.
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5. First Day Response

Where a student is absent and no reason has been provided, the school will make contact with parents or carers on the same day. This is an important safeguarding procedure and helps ensure that students are safe and appropriately supported.

If contact cannot be made, further action will be taken, including escalation where appropriate, in line with safeguarding procedures.

The school may continue to make contact on subsequent days of absence where concerns remain.

The school will hold more than one emergency contact for each student to support effective safeguarding and communication.

6. Punctuality

Students are expected to arrive on time. Good punctuality helps students settle positively into the school day and maximise learning time.

Where students arrive late, this will be recorded and addressed. Persistent lateness will be followed up in line with the school's procedures.

7. Monitoring Attendance

The school monitors attendance carefully and shares attendance information regularly with families so that any emerging concerns can be identified and addressed early.

Attendance information is considered alongside pastoral and safeguarding information to ensure that support is timely and appropriate.

Where attendance falls below expected levels, the school will make contact with families and consider appropriate support.

8. Promoting Good Attendance

The school believes that strong attendance is built through positive relationships, inclusive practice, clear routines and students experiencing school as a place where they feel safe, supported and successful.

The school promotes attendance through a range of approaches which may include:

- We meet and greet the children each morning. The children know we are glad they are here.



- We have a soft start to the day so the children can come in calmly, without the anxiety of lining up and waiting.
- We check in with the children each morning and as appropriate during the day using Zones of Regulation. We notice if things aren't right for a child and put in the appropriate support as soon as we are able.
- Relationships are at the heart of everything we do - we build positive relationships; all children have someone they know they can talk to and know that they matter here at school: children are treated with respect and they know their voices are heard.
- We make sure school is a fun and exciting place where everyone wants to be. We prioritise pupil wellbeing through initiatives such as OPAL and we constantly look to grow and develop our enrichment offer.
- We have designed a meaningful curriculum for Dunnington. We strive for learning to be engaging, fun and accessible to all, underpinned by first quality teaching, effective adaptive teaching and ADHD friendly and communication friendly strategies mean
- We ensure children are comfortable and able to be active in their school uniform. They are able to wear their own clothes on their birthday so that everyone can celebrate with them.
- We ensure no "special days" come at an unnecessary cost to parents and families.
- We monitor attendance and punctuality rates closely with a particular focus on disadvantaged, SEND children and children where a mental health issue may be affecting attendance. All staff are aware of attendance rates in their classes.
- Attendance rates are communicated termly with all families and regular communications about the importance of attendance are sent out to parents via the school newsletter.

9. Support and Intervention

The school uses a graduated and supportive approach to improving attendance. The emphasis in the early stages is on understanding barriers and working collaboratively with families to secure improvement.

This may include:

- informal contact and support;
- meetings with parents and carers;
- attendance plans;
- involvement of external agencies.

Where attendance does not improve despite support, the school may move to more formal processes, including referral to the local authority and consideration of legal intervention.

Further detail on school-specific processes:

- If a child is struggling with attendance, the head reaches out to the family personally, asking how we can help - we want to work to support families.
- We work with identified children and families to understand and address reasons for absence, taking on board both parent and pupil voice.
- We put bespoke plans in place for children. These may include longer soft starts in the morning to reduce anxiety, using a different entrance, having a safe, predictable and motivational activity to come into, having a safe space to come in to/ to access throughout the day, starting the day with sensory circuits or having a trusted adult meet, greet and support pupils who might find it difficult to come in.



- We monitor progress and celebrate achievements. We review and adapt strategies as appropriate.
 - We work closely with other agencies to make sure the provision in school is right for the child and removes barriers to attendance, including the learning support hub, the local authority and integrated Early Help.
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10. Persistent and Severe Absence

The school pays particular attention to students who are approaching or fall into persistent absence (19 or more school days missed across the academic year, equivalent to below 90% attendance).

These students will be prioritised for support and intervention.

The school also seeks to identify concerns early before attendance reaches persistent absence thresholds.

The school will work proactively with students and families to improve attendance, using a range of strategies and support mechanisms.

The school uses a structured approach to reducing persistent and severe absence, including early identification, targeted support, regular review and, where necessary, escalation in line with local authority processes.

11. Leave of Absence

Requests for leave of absence must be made in advance using the school's process.

Leave will only be authorised in exceptional circumstances. Family holidays during term time will not normally be authorised.

Leave of absence requests should be submitted to the headteacher via the school office:
dunningtonprimary.school@york.gov.uk

12. Local Authority Processes

The school will always seek to work with families to improve attendance before formal legal intervention is considered. The school works in partnership with the Local Authority where necessary. This may include:

- attendance panels,
- formal monitoring,
- penalty notices.

In line with national guidance, the school may request a penalty notice where a student has accrued 10 sessions of unauthorised absence within a rolling 10 school week period. This may also include the use of Notices to Improve and other formal processes in line with the National Framework.

Where appropriate, the school will work with and notify the Youth Offending Team in line with statutory expectations.

13. Support for Students

The school provides a range of support, including:

- pastoral support;
- SEND support;



- wellbeing support;
- access to external services where appropriate.

Where alternative provision or part-time timetables are used, these will be carefully planned, time-limited, jointly agreed with families and regularly reviewed. Attendance will be recorded using appropriate codes and the aim will always be a return to full-time education.

The aim of all support is to remove barriers, strengthen engagement and enable sustained attendance.

14. Review

This statement is reviewed regularly and updated as required.