Attendance Policy

Priestley Smith Specialist VI School

September 2026

Policy review date: September 2027

Policy status: Statutory

Responsible member of SLT: Liz Clabon DHT

PRIESTLEY SMITH SPECIALIST VI SCHOOL ATTENDANCE POLICY

Priestley Smith School is a specialist school for pupils with a vision impairment. We are an all-age school, catering for pupils aged 3 to 18 years. Many pupils also have additional needs which include difficulties with learning, communication, physical impairment, hearing impairment, emotional and behavioural difficulties and Autistic Spectrum Disorder.

All members of the school community have rights. Priestly Smith is committed to the rights of the child as outlined in the UN Convention. Priestley Smith is a Gold Rights respecting School. **Our school believes that each child has the right to express their opinion, to participate, to be cared for, to be safe and have access to an appropriate high quality education which develops talent and personality.**

The Rights of the Child can be found at https://www.unicef.org.uk/rights-respecting-schools/ but some are particularly relevant to this policy:

Article 3. The best interests of the child must be a top priority in all things that affect children.

Article 28. Every child has the right to an education and discipline in schools must respect children's dignity.

Our values

At Priestley Smith School, we are **calm, caring** and **confident**; we **communicate** and **celebrate** one another. We believe that every member of our school community deserves to feel valued, respected and supported to achieve their very best. Through kindness, patience and understanding, we build positive relationships and create a safe environment where everyone can thrive. We encourage our pupils and staff to communicate openly, develop confidence in themselves and others, and recognise the strengths and achievements of those around them. By working together and celebrating success, we foster a culture of belonging, aspiration and mutual respect.

Our approach to attendance at Priestley Smith Specialist School is underpinned by our school values and TIAAS. TIAAS stands for Trauma Informed Attachment Aware Schools, a whole-school training program designed to help schools become trauma-informed and attachment-aware settings, promoting resilience, recovery, and healing for students. TIAAS equips schools with the knowledge and skills to understand and address the impact of trauma and adverse childhood experiences (ACEs) on students. To support this approach we have also adopted Emotion Coaching as an approach to helps students become more aware of their emotions and learn to manage them effectively; particularly during challenging situations, by validating their feelings, setting limits, and problem-solving together. This approach is utilised to support attendance.

Rationale

All students have the right to a high quality education. Priestley Smith School seeks to ensure the most effective education for all its pupils. In order to achieve this it is vital that pupils attend school consistently and on time. Good attendance and punctuality are important characteristics to develop for the future world of work.

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.

The school works in close partnership with students and families to ensure the best possible attendance for each child. We monitor attendance closely. We keep students and families regularly informed on individual attendance rate, and on school and national requirements. **We are mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support or reasonable adjustments. We acknowledge that many of our pupils have high occurrences of medical appointments.**

The school promotes the highest possible attendance for every pupil. Attendance expectations are considered in the context of each pupil's individual circumstances, including disability, SEND and medical needs. For

national statistical purposes, a pupil is persistently absent where they miss 10% or more of their possible sessions and severely absent where they miss 50% or more of their possible sessions.

This will always be our target for all students.
The government views attendance below 90% as persistent absenteeism. A pupil is considered severely absent when they are absent from school more than they are present, missing 50% or more of possible sessions. Severely absent pupils are likely to need the most intensive, multi-agency support.

Pupils failing to attend school regularly can be a sign of deterioration in their emotional well-being or a sign of abuse and neglect. It can also be a sign that they are unhappy at school for whatever reason and we will explore and try to resolve any issues. The safeguarding of our pupils and our professional curiosity underpin our attendance monitoring systems.

Aims

1. To work with pupils and families to identify barriers to attendance at the earliest opportunity. Support may include pastoral support, Family Help, SEND support, health services, transport liaison, attendance mentoring and multi-agency working.
2. To make attendance and punctuality a priority for all those associated with the school, including pupils, parents, staff and governors.
3. To ensure that all students and parents/carers understand the strong correlation between good attendance, high achievement and wellbeing.
4. To improve the overall attendance of pupils at the school and to celebrate good attendance by all.
5. As part of the school's work on developing independence, to encourage all students to take responsibility for their own attendance.
6. To ensure consistent and prompt communication between home and school.
7. To implement an effective monitoring and intervention strategy, with a systematic approach to gathering and analysing attendance related data.
8. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence through illness.
9. To consider legal intervention where support has been exhausted or is not engaged with.

Priestley Smith School Expectations:

Every member of the school community has a shared responsibility for promoting excellent attendance. By working together, we aim to ensure that every pupil attends school regularly, feels safe and supported, and can achieve their full potential.

Role	Responsibilities for Improving Attendance
Governors	• Promote a culture that values high attendance and punctuality. • Monitor attendance data, trends and the impact of attendance strategies. • Ensure statutory duties relating to attendance are met. • Hold school leaders to account for attendance outcomes. • Review and approve the Attendance Policy regularly.
Headteacher	• Lead and promote a whole-school culture of good attendance. • Ensure attendance is prioritised across the school. • Allocate appropriate resources and staffing to attendance improvement. • Ensure attendance procedures are implemented consistently. • Work with governors and external agencies to address attendance concerns.
Attendance Lead supported by Attendance Support Worker The Deputy Headteacher is the school's Senior Attendance Champion and has strategic responsibility for attendance, monitoring data, coordinating support and reporting to governors.	• Monitor attendance daily and analyse attendance patterns and trends. • Identify pupils at risk of persistent or severe absence at the earliest opportunity. • Coordinate support plans and attendance interventions. • Work collaboratively with families, staff and external agencies. • Report attendance information to senior leaders and governors. • Ensure attendance records are accurate and up to date.
Designated Safeguarding Lead	• Consider attendance as a safeguarding priority. • Respond promptly when attendance concerns indicate potential

The Deputy Headteacher is also the Lead DSL.	safeguarding risks. • Work with families and external agencies where absence may be linked to welfare concerns. • Ensure vulnerable pupils receive appropriate support and monitoring. • Share attendance-related safeguarding information with relevant professionals.
Teachers	• Create a positive, welcoming classroom environment that encourages attendance. • Complete accurate and timely attendance registers. • Monitor attendance and punctuality for pupils in their classes. • Raise concerns promptly with the Attendance Lead or DSL. • Work with pupils and families to remove barriers to attendance where appropriate. • Celebrate and encourage good attendance and punctuality.
Office Staff	• Maintain accurate attendance records. • Follow up unexplained absences promptly in line with school procedures. • Record reasons for absence and maintain communication logs. • Support attendance reporting and data analysis. • Ensure attendance information is shared with relevant staff in a timely manner.
Parents and Carers	• Ensure their child attends school regularly and arrives on time. • Inform the school promptly of any absence and provide a reason. • Work in partnership with the school to address any barriers to attendance. • Avoid taking holidays during term time unless exceptional circumstances apply. • Engage with meetings, support plans and attendance interventions when required.
Pupils	• Attend school every day unless genuinely unable to do so. • Arrive on time and be ready to learn. • Take responsibility for their attendance and punctuality, appropriate to their age and needs. • Discuss any concerns affecting attendance with a trusted adult. • Engage positively with support offered to improve attendance.

The School Day and Absence Procedures

Pupils begin arriving at school from 8.45 a.m., with many pupils travelling to school using Local Authority-arranged home-to-school transport. Form time begins at 8.55 a.m. The morning attendance register is taken at 8.55 a.m. and remains open until 9.25 a.m. A pupil who arrives after the register has begun to be taken at 8.55 a.m. but before it closes at 9.25 a.m. will be recorded using Code L (late arrival before the register closes), which counts as present for statistical purposes. A pupil arriving after 9.25 a.m. will normally be recorded using Code U (absent for registration - arrived after the register closed), unless another national attendance or absence code is more appropriate in the circumstances. The school recognises that transport delays may occur which are outside the control of pupils and their families. Transport-related lateness will be monitored separately and recurring delays will be followed up with the relevant Local Authority and/or transport provider.

The attendance register is taken twice each day: the morning register is taken at 8.55 a.m. during morning form time, and a second register is taken once during the afternoon session. The morning register remains open until 9.30 a.m., a period of no more than 30 minutes. The register-open period for each session will not exceed 30 minutes. Afternoon registration opens at 1pm and closes at 1.05pm. Where a pupil is absent when the register is taken, the school will record the appropriate national attendance code according to the circumstances. Where the reason is not yet known, Code N may be used temporarily. The correct code will be entered as soon as the reason is established and no later than 5 working days after the session. Any amendment will preserve the original entry and record the amended entry, the reason for the amendment, the date and the person making it. Attendance register records will be retained for 6 years from the date of the entry.

Communication

Parents are expected to inform school of any reason for their child's absence **by 9.15 a.m.** on the first day of absence. If the school has not been notified by 9.30, the school will telephone the parent to ascertain reason for absence, and if contact cannot be made will contact the emergency contact number for that child. If contact can still not be made, the school may carry out a home visit that day to check that child and family are safe and well. If no response can be gained at the home address, the school may contact the police**. It is not the guides responsibility to inform school of an absence.**

We ask that families phone on each day of a prolonged absence, unless advised otherwise.

Parents are expected to ensure that their child attends school every day, unless ill or they have a medical appointment. If their child has to attend a medical appointment in the morning or afternoon, parents are expected to ensure that their child attends school before, or after such an appointment and are not absent for the whole day. Almost all students at Priestley Smith have to attend medical appointments at times. We understand that attendance at medical appointments is essential and often unavoidable.

enquiry@priestley.bham.sch.ukParents/carers should contact the school to explain absences. Where appropriate, the school may request reasonable evidence to support an absence relating to illness or a medical or dental appointment. The school will not be rigid about the form of evidence requested and will consider information provided by parents/carers alongside other available evidence. Appointment letters, cards or text messages may be supplied to office staff or emailed to enquiry@priestley.bham.sch.uk.

Authorised and Unauthorised Absences

Staff follow Birmingham Authority's coding system to mark the registers. The decision as to whether to authorise an absence or not lies with the school. The school will **not** authorise absences in the following circumstances:

- Where no message has been received
- For visits or holidays
- For shopping trips
- For leisure days out
- Where pupils and families have overslept and missed transport and the family do not bring the pupil into school later.
- Where it is believed a parent is condoning an unnecessary absence, e.g. the child is kept away from school because the parent is ill
- For extended absence for religious observance beyond the days recognised by Birmingham Local Authority
- In other cases where it is deemed there is no reasonable explanation e.g. Emotionally-based school avoidance

Leave of Absence

Parents do not have an entitlement to remove children from school for leisure, recreation, or family holidays.

Leave of absence during term time will only be granted where the school considers there to be exceptional circumstances. Each request will be considered individually, taking account of the specific facts, circumstances and relevant background context. The school will not operate a blanket policy that automatically grants leave for particular events. Where leave is granted, the school will determine the number of school days authorised. Reasonable supporting information may be requested where appropriate.

A need or desire for a holiday or other leisure or recreational activity during term time will not generally be considered an exceptional circumstance. Requests will nevertheless be considered individually in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and current DfE statutory guidance.

enquiry@priestley.bham.sch.ukRequests for leave of absence should be made in writing in advance. Families should contact enquiry@priestley.bham.sch.uk to request a Leave in Term Time Form. Requests will be considered by the school in accordance with the Regulations, current DfE statutory guidance and the school's delegated arrangements. If leave is not granted and the pupil is absent, the absence will be recorded using the appropriate unauthorised absence code.

Where unauthorised absence reaches the national threshold of 10 sessions within a rolling period of 10 school weeks, the school must consider whether a penalty notice is appropriate. The 10 sessions may consist of any combination of unauthorised absence, including unauthorised term-time leave and Code U lateness after the register has closed. Reaching the threshold does not mean that a penalty notice will automatically be issued: each case will be considered individually, including whether attendance support is appropriate and whether a Notice to Improve or another intervention should be used. The school will follow the National Framework for Penalty Notices and Birmingham Local Authority's code of conduct and legal-intervention procedures.

When a school's attempts to improve a pupil's attendance have been unsuccessful and the threshold for action has been met, the school will refer the case to the Education Legal Intervention Team .

Legal intervention will be considered only where appropriate, having regard to the support already offered, engagement with that support, the individual circumstances of the pupil and family, and relevant Equality Act duties. Available measures may include an attendance contract, Education Supervision Order, Notice to Improve, penalty notice, parenting order or prosecution, in accordance with current DfE statutory guidance and Birmingham Local Authority procedures.

Promoting and recognising good attendance

Good and regular attendance is promoted through everyday culture and belonging, not primarily through prizes or sanctions. This school's approach to recognition is positive, consistent and inclusive of pupils facing additional barriers, so that no pupil is disadvantaged by circumstances outside their control.

- Attendance is talked about positively and often, by teaching and non-teaching staff alike, as part of everyday relationships rather than only at data points.
- Individual, class and whole-school achievements are recognised regularly — including meaningful improvement from a pupil's own starting point, not only high overall percentages.
- Recognition avoids approaches that could stigmatise, single out or financially disadvantage pupils with a legitimate reason for absence, such as a disability, medical condition or caring responsibility.
- Pupils and families are told clearly why attendance matters for learning, wellbeing and life chances — not only that it is a rule to be followed.

Support to Improve School Attendance

We will always support first.

As stated, the school will work with pupils and families to identify barriers to attendance at the earliest opportunity. Support may include pastoral support, Early Help, SEND support, health services, transport liaison, attendance mentoring and multi-agency working. We employ an Attendance Support Worker who works closely with all school staff and families to identify any concerns and offer support.

Key workers will always aim to support families and understand the barriers to good attendance. Support will be offered through the tiered approach.

Complex Health Issues

As a special school having students with visual, physical, social/emotional and highly complex medical disabilities, we recognise that some pupils have specific difficulties over attendance and timekeeping due to health issues. If there is a problem that would involve a student in attendance for less than the statutory time, discussions with health professionals will confirm this e.g. information through school or hospital clinics.

Graduated pathway

We use a graduated pathway to offer a tiered approach to attendance.

Tier 1 Universal – All pupils

Strong foundations and prevention – Setting a culture of inclusion and community where school is a safe and happy place where pupils want to be.

School and family are following the above guidance and pupil's attendance sits between 96%-100%.

Tier 2 Targeted (SOME pupils)

Early intervention and targeted support - The Form team, led by key worker, explore attendance barriers with pupil and family and offer support and encouragement.

School and family are working together and pupil's attendance sits between 90%-95%.

Tier 3 Intensive (few pupils)

Personalised support – The Attendance Officer is working with the family and pupil because there are concerns. They may refer for further external support.

School and family are working together but may need additional support to overcome barriers. Pupils who have missed 10% or more of their possible sessions are persistently absent and will receive targeted support appropriate to their individual circumstances.

Legislative and statutory framework

This policy is underpinned by the following documents. Where a document is statutory, this school complies with it in full; where it is non-statutory guidance, it informs our approach.

Document	Status	Relevance to this policy
Working Together to Improve School Attendance (July 2026)	*Statutory*	The core attendance framework for schools and Local Authorities.
School Attendance (Pupil Registration) (England) Regulations 2024	*Law*	Registers, attendance codes, deletion from roll and dual registration.
Keeping Children Safe in Education (2026)	*Statutory*	Safeguarding duties, including the link between absence and safeguarding.
Children Missing Education (September 2025)	*Statutory*	Identifying and responding to children missing education; removal from roll.
SEND Code of Practice: 0 to 25 years	*Statutory guidance*	Reasonable adjustments, the graduated response and SENCo involvement.

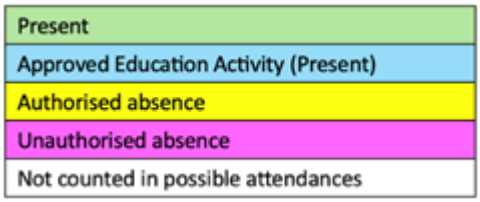
Document	Status	Relevance to this policy
Supporting Pupils at School with Medical Conditions	*Statutory guidance*	Individual healthcare plans and medical absence.
Education for Children with Health Needs who Cannot Attend School	*Statutory guidance (LAs)*	Section 19 provision for long-term or recurring absence.
Suspension and Permanent Exclusion (July 2026)	*Statutory guidance*	Coding, sixth-day provision, reintegration and off-rolling.
Alternative Provision	*Statutory guidance*	Commissioning AP, dual registration, monitoring and safeguarding.
Home-to-School Travel (May 2026)	*Statutory guidance (LAs)*	Transport as a potential barrier to attendance.
Relationships, Sex and Health Education / Health Education (from September 2026)	*Statutory*	Preventative, curriculum-based contribution to wellbeing and belonging.
National Curriculum	*Statutory (maintained schools)*	Access, engagement and relevance of what is taught.
Teachers' Standards	*Statutory force*	Workforce responsibility for relationships, adaptive teaching and identifying concerns.
Inclusive Mainstream Fund 2026 to 2027 (incl. support for school leaders)	*Conditions of grant / guidance*	Belonging and attendance as one of seven principles of inclusive practice.
Pupil Premium 2026 to 2027	*Funding conditions / guidance*	Linking disadvantage, attendance barriers and the pupil premium strategy.
Improving the Attendance of Children with a Social Worker (March 2026)	*Non-statutory*	Children in need, child protection plans, looked-after children, care leavers and young carers.

Support First – Birmingham School Attendance Framework and Guidance
https://www.birmingham.gov.uk/downloads/file/31959/bcc_support_first_framework

Register Codes

The following are used when categorising student attendance each day:

School Attendance (Pupil Registration) (England) Regulations 2024



CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
L	Late (before registers closed)	Present
B	Educated off site (NOT Dual registration)	Approved educational activity
K	LA arranged provision at a place other than a school	Approved educational activity
P	Approved sporting activity	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience	Approved educational activity

C	Absent with leave (not covered by another appropriate code/description)	Authorised absence
C1	Absent due to participating in a regulated performance or regulated employment abroad	Authorised absence
C2	Part-time timetable	Authorised absence
E	Excluded (no alternative provision made)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J1	Interview	Authorised absence
M	Medical/Dental appointments	Authorised absence
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
U	Late (after registers closed)	Unauthorised absence

D	Dual registration (i.e. pupil attending other establishment)	Not counted in possible attendances
Q	Lack of transport or boarding access arrangements arranged by LA	Not counted in possible attendances
X	Untimetabled sessions for non compulsory school-age pupils	Not counted in possible attendances
Y1	Transport normally provided by LA or school not available	Not counted in possible attendances
Y2	Widespread disruption to travel due to local, national or international emergency	Not counted in possible attendances
Y3	School partially closed	Not counted in possible attendances
Y4	Whole school site unexpectantly closed	Not counted in possible attendances
Y5	Pupil in criminal justice detention	Not counted in possible attendances
Y6	Travel or attendance contrary to public health guidance or law on transmission of disease	Not counted in possible attendances
Y7	Unable to attend due to unavoidable cause	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils (planned closure)	Not counted in possible attendances

Attendance – Support to success

How Key workers can have an impact on attendance.

Each week Michelle will send you the attendance data for your pupils. You need to use this information alongside your contact with the family, and key workers chats with pupils, to formulate a response. Michelle will direct you to any specific interventions that are necessary but remember the golden rule that context is key. You should know the stories, barriers etc for each of your pupils.

You should all be familiar with the tiered approach and where your pupil sits within that system - Below is a brief overview but please make sure you know where your pupils are and what you need to do at each level.

Tier 1 Universal – All pupils

Strong foundations and prevention – Setting a culture of inclusion and community where school is a safe and happy place where pupils want to be.

School and family are following the above guidance and pupil's attendance sits between 96%-100%.

Tier 2 Targeted (SOME pupils)

Early intervention and targeted support - The Form team, led by key worker, explore attendance barriers with pupil and family and offer support and encouragement.

School and family are working together and pupil's attendance sits between 90%-95%.

Tier 3 Intensive (few pupils)

Personalised support – The Attendance Officer is working with the family and pupil because there are concerns. They may refer for further external support.

School and family are working together but may need additional support to overcome barriers. Pupils who have missed 10% or more of their possible sessions are persistently absent and will receive targeted support appropriate to their individual circumstances.

Priestley Smith Attendance Tiered Approach

96 – 100% Tier 1 Universal (ALL pupils) "Strong foundations and prevention" – Setting a culture of inclusion and community where school is a safe and happy place where pupils want to be.

Current Systems in Place

- Whole-school Inclusive Attendance Programme (MTSS framework)
- Consistent attendance expectations and communication
- PSHE / wellbeing / trauma-informed approaches (TIASS)
- Safeguarding culture and daily monitoring routines
- General parent communication systems (calls, updates)

What This Means in Practice

- All pupils experience a consistent message: attendance matters
- Staff understand their role in promoting attendance daily
- Pupils feel safe, supported, and ready to attend

What it looks like daily

- A positive welcome in the playground.
- A positive welcome and a sense of belonging in form time
- A positive welcome in the playground.
- A positive welcome and a sense of belonging in form time
- Register is taken by 8.55
- Pupils arriving after 9.05 are welcomed by Admin staff at the front door and added to the register.
- Admin staff make calls home for anyone not in attendance who we have not had prior information about appointments etc.
- Admin staff log the daily absence information as a result of the phone calls and then share with all staff.
- Admin staff make calls home for anyone not in attendance who we have not had prior information about appointments etc.
- Admin staff log the daily absence information as a result of the phone calls and then share with all staff.

What it looks like weekly

- Form team to check absence for the week.
- LM to make follow up welfare phone calls if any concerns or illness of more than a couple of days. These are supportive and a 'check in'.
- Celebrate any improvements for pupils.
- Dojo messages sent to families to share positive feedback (To include attendance, achievement, attitude and general behaviour)

What it looks like at the end of each half term

Attendance report printed out from Insight (TBC) and sent to all parents.

90 – 95% -Tier 2 – Targeted (SOME pupils at risk)
"Early intervention and targeted support"

Current Systems in Place

- Use of attendance data to identify concerns
- Family engagement strategies (meetings, communication, Dojo)
- Early help involvement where needed
- Staff awareness of vulnerable groups (SEND, PP, SEMH)
- Attendance Officer support

What This Means in Practice

- Pupils showing early signs of absence are noticed and supported
- Families are contacted and engaged
- Some intervention happens before absence becomes persistent

What this looks like

- LM to identify any concerns by looking at the weekly data report
- LM to have 1:1 mentoring session with pupil to address any concerns and positively encourage pupils.
- LM to discuss concerns with families.

If no improvement…

- Form team to discuss and refer to Attendance Officer (Michelle)
- If wider family concerns then consider referral to Lisa for Early Help Response.

90% attendance= 19 days missed
→ 14 hours of English missed

Attendance Matters
Every Day Counts....

89% and below - Tier 3 – Intensive (FEW pupils with persistent absence) "Personalised, multi-agency support"

Current Systems in Place

- Attendance Officer targetted support
- Trauma-informed approach
- Individualised responses where needed
- Access to multi-agency support:
  - Educational Psychology Service
  - Early Help
  - School nurse
  - Compass
  - CAMHS

What This Means in Practice

- Pupils with significant barriers receive specialist input
- School recognises links between attendance, SEMH, and trauma

What this looks like

- Attendance officer to explore the data and context – explore the barriers.
- Attendance officer to build connection and relationship with pupil and family.
- Attendance officer to undertake bespoke 1:1 interventions with pupils.
- Attendance officer to undertake bespoke interventions with families, including home visits.
- Attendance officer to offer support – referrals to other services, establish an attendance support plan and track progress.
- Attendance officer to report regularly to Deputy Head with progress and concerns.

85% attendance= 28 days missed
→ 20 hours of English missed
→ 20 hours maths missed

PRESENT FOR THEIR FUTURE!

Attendance at Priestley Smith Specialist VI School

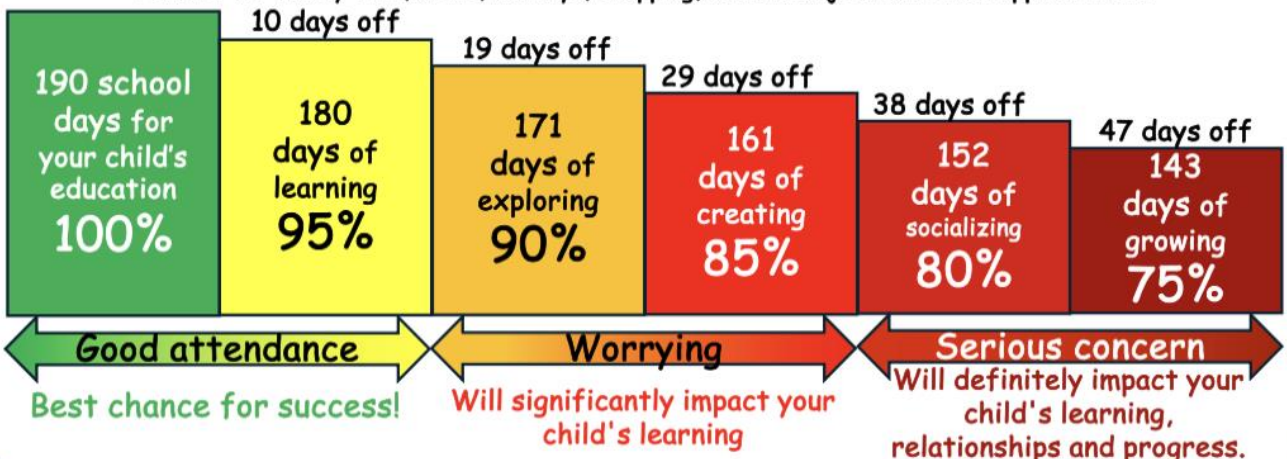
Regular school attendance is essential to give your child or children a successful and well-rounded education. Every day missed is a day they're not improving upon their knowledge, communication skills, and social skills.

It's easy to see just how a few days missed can have a significant impact on your child's education.

Every school day counts!

There are 175 NON School days every year!

Perfect for family time, visits, holidays, shopping, household jobs and other appointments



Absence adds up!

It is your responsibility as parents and carers to contact the school office on the first day of absence before 9.15am.

Any absences without a reason provided will be marked as unauthorised.

Please contact the school office by telephone on 0121 325 3900 or by e-mail at Enquiry@priestley.bham.sch.uk

In line with Local Authority policy, absences may only be authorised at the discretion of the Headteacher in EXCEPTIONAL circumstances.

A "Leave of Absence" Form needs to be completed and sent to the school office in advance of any planned absence.

How you can help

- Be firm
- Only allow absence when ill
- Establish sleep routines
- Establish morning routines
- Where possible , make appointments after school or in holidays
- No term time holidays or long weekends
- Talk to us!

Phone in absence every day