



GLEDHOW PRIMARY ATTENDANCE POLICY

# Academic Year 2025-26

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Approved by Gledhow Primary School Governing Board- November 2025

To be reviewed – November 2026

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Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.



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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor for Attendance	Chair of Governors
2025 - 2026	Sarah Parkinson	Louise Jeynes	Victoria Carslake	Tim Craven

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2025	November 2025	November 2025

School Name	Gledhow Primary School
Attendance Target	97%
Gates open at	8:30am / 8:40 am
School opens at	8:40am / 8:50am
Registers close at	9:10am / 9:20am

1. Contact List (2025 – 2065)

Role / Agency	Name and role	Contact Details
Headteacher	Sarah Parkinson	<a href="mailto:head@gledhowschool.org">head@gledhowschool.org</a>
Attendance Champion SLT	Louise Jeynes	<a href="mailto:Ljeynes@gledhowschool.org">Ljeynes@gledhowschool.org</a>
Attendance Improvement Officer	Sally Parrini	<a href="mailto:Sparrini@gledhowschool.org">Sparrini@gledhowschool.org</a>
Governor with responsibility for Attendance	Victoria Carslake	<a href="mailto:vcarslakegovernor@gledhowschool.org">vcarslakegovernor@gledhowschool.org</a>
Chair Of Governors	Tim Craven	<a href="mailto:tcravengovernor@gledhowschool.org">tcravengovernor@gledhowschool.org</a>
School Office		<a href="mailto:Office@gledhowschool.org">Office@gledhowschool.org</a>
Learning Mentor	Nigel Wood and Helen Burrough	<a href="mailto:nwood@gledhowschool.org">nwood@gledhowschool.org</a> <a href="mailto:hburrough@gledhowschool.org">hburrough@gledhowschool.org</a>
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 <a href="mailto:Schoolattendanceservice@leeds.gov.uk">Schoolattendanceservice@leeds.gov.uk</a>
Elective Home Education (EHE)	Queries around Elective Home Education	<a href="mailto:EHE@leeds.gov.uk">EHE@leeds.gov.uk</a>
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 <a href="mailto:CME@leeds.gov.uk">CME@leeds.gov.uk</a>
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>

### **2. Policy Statement**

Gledhow seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Gledhow aims to work in partnership with parents and other agencies; building strong relationships with families to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Gledhow.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and Positive Behaviour Policy.

### **3. Aims**

3.1 The school aims to ensure that:

- We set ambitious expectations for the attendance and punctuality of all pupils.
- We promote good attendance and the benefits of good attendance.
- Every pupil has access to the full-time education to which they are entitled.
- We act early to address patterns of absence or punctuality concerns.
- We build strong relationships with families to make sure pupils have the support in place to attend school.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who show improved attendance and punctuality are recognised and celebrated.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

### **4. Legislation and guidance**

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124241/Working_together_to_improve_school_attendance.pdf) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and the beginning of the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](http://legislation.gov.uk) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk) - Part 3

## 5 Partnership Expectations

<b>What the school expects of our pupils</b>
That pupils attend regularly, on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
<b>What the school expects of parents/carers</b>
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence either by telephone or by the online absence reporting form on the school website <a href="https://www.gledhow.leeds.sch.uk/attendance">https://www.gledhow.leeds.sch.uk/attendance</a>
Remain in touch with school regularly if the absence continues
Complete a leave of absence form for absence in term time for <b>exceptional</b> circumstances
Supply medical evidence when required. This will be requested for any absence beyond 5 school days unless there is prior knowledge of the medical condition.
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
<b>What the parents/carers can expect from the school</b>
A broad, balanced education
Encouragement and recognition for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Home visits if absence continues to be unexplained/contact cannot be made
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

## 6 Roles and responsibilities

### **6.1 The governing board**

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs

### **6.2 Headteacher**

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2024  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.

- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Reviewing requests for leave of absence from families.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

### 6.3 The School Attendance Champion SLT

The School Attendance Champion is responsible for:

- Implementing the policy alongside the Headteacher.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance and punctuality.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes.
- Providing effective line management for the Attendance Improvement Officer.
- Share relevant attendance reports with key staff to aid discussions with families.
- Ensuring the Attendance Improvement Officer uses robust systems to analyse data to give an accurate view of attendance, reasons for absence and patterns at whole school, cohort, group, and individual pupil level groups.
- Keeping the Head, all school staff and the Governing Body informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- Reviewing requests for leave of absence from families.
- Completing any necessary penalty notice applications.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals; raising concerns with other agencies like children's social care and early help services which are working with families.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.



- Implementing children missing education (CME) procedures when appropriate.

#### 6.4 Attendance Improvement Officer

The Attendance Improvement Officer is responsible for:

- Working alongside the SLT Attendance Champion to promote and celebrate the benefits of good attendance and punctuality.
- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained, inputting the correct code as soon as the reason is ascertained, but no later than 3 school days after the session.
- Keeping parents whose children's attendance and punctuality has become a concern informed on a regular basis of their child's attendance and absence record; concentrating on the amount of time missed and the impact on the pupil's learning.
- Communicating the outcome of leave of absence requests back to families.
- Using robust systems to analyse data to give an accurate view of attendance and punctuality, reasons for absence and patterns at whole school, cohort, group, and individual pupil level groups; sharing this data with the SLT Attendance Champion in regular meetings.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Maintaining up-to-date CPOMS records regarding attendance and punctuality.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in-line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Celebrating improvements in attendance and punctuality from families who have been targeted for support.

#### Additional support for persistently and severely absent pupils

Persistent absence is where a pupil misses 10% or more of school sessions (under 90% attendance) and severe absence is where a pupil misses 50% or more of school sessions

- Providing regular attendance reports to facilitate reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes and to show the impact of any intervention.
- Initiating and overseeing the administration of additional supportive but challenging procedures.

This could include:

- Tailored action plans and interventions with pupils and families which address barriers and help establish positive attendance routines.
- Leading regular check-ins to review progress and impact of support, making regular contact with families to discuss progress.
- letters home, including the Fast Track initiative.
- attendance meetings.
- engagement with local authorities and other external agencies and partners.
- working with families to identify which methods of communication work best; recognising potential barriers and finding methods that work and are understood.
- consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures.

## 6.5 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
  - Implementing the policy and ensuring it is applied fairly and consistently.
  - Ensuring that the registers are taken at the start of the morning session and at the start of the afternoon session and are accurate and up to-date.
  - Reviewing class and individual attendance patterns; recording any attendance concerns on the CPOMS system.
  - Emphasising with pupils and families the importance of punctuality and good attendance and the impact of this on achievement and attainment; working in partnership to identify and remove barriers.
  - Reminding parents and carers of their commitment to this policy.
  - Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement; making sure there is a welcoming and positive culture across the school.
  - Ensuring classrooms are a place pupils want to come to every day: Promote the next lesson and the future sequence of lessons to motivate pupils to attend.
  - Attending any meetings when necessary with parents/carers or other agencies to support pupils to improve their attendance.
  - Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.
- All staff members should:
- treat pupils with dignity.
  - build relationships rooted in mutual respect and observe proper boundaries.
  - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence.
  - handle confidential information sensitively.
  - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for vulnerable pupils or those who have experienced adversity.
  - communicate effectively with families regarding pupils' attendance and well-being.

## 6.6 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence on the first day of absence and each subsequent day, advising when they are expected to return (**via phone call or absence reporting form on website**); to call by 9:10am for 8:40am starts or by 9:20am for 8:50am starts.
- Provide the school with more than 1 emergency contact number for their child
- Ensure that where possible, appointments for their child are made outside of the school day; provide evidence of appointments when requested.
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support where necessary, for maintaining good attendance, by contacting school attendance team.

## 7 Attendance procedures

### 7.1 Registration

- Registration takes place each morning at staggered start times between:  
**8.40 - 9:10am**  
**8.50- 9:20am**
- Registration takes place each afternoon at:  
**12:30pm for EYFS**  
**1:00pm for Years 1, 2, 3 & 4**  
**1:30pm for Years 5 & 6.**
- Class teachers will enter a present mark (/) or (\) on the register for each pupil present and an N mark for any pupil that is absent.

### 7.2 Responding to punctuality concerns

Punctuality process according to start time	
Staggered start one	Staggered start two
Gate opens 8:30 am	Gate opens 8:40am
School starts 8:40am	School starts 8:50am
Arrival after 8:40am late mark given	Arrival after 8:50am late mark given
Arrival after 9:10am U code given. <i>In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.</i>	Arrival after 9:20am U code given

- Parents/carers will be contacted by school if their child is persistently late via phone calls and/or written communication.
- Children who arrive a few minutes late can start the day feeling more stressed and do not make a positive start to their learning. They also often miss out on key messages and key recapping of learning in morning tasks. In EYFS & KS1, phonics is the first lesson of the day and, as reading is the key to the rest of the curriculum, this can severely impact their future education. Being late to school has a significant impact on the amount of learning time lost over a school year. This diagram gives you an indication of how much time is lost if regularly late:



### 7.3 Responding to absence

- Parents/Carers will be contacted by the Attendance Improvement Officer via phone calls and/or written communication in increasing stages.
- Repeated absences will lead to detailed monitoring by the Attendance Improvement Officer.
- Where necessary, targets for improvement will be set with clear timelines and communicated to pupil and parents/carers.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

### 7.4 Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Attendance Champion (SLT) and the Attendance Improvement Officer will meet with a representative from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils. Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service. Statutory intervention can include
  - Penalty Notices
  - Parenting Order
  - Education Supervision Order
  - Prosecution

## 7.5 Penalty notices

The headteacher, SLT Attendance Champion, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice. There are new statutory and legal requirements for schools to follow from the DFE regarding penalty notices for unauthorised absences. These following changes are now in place and schools must follow from 19th August 2024 across the whole of England. Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

A penalty notice can be issued per parent, per child, to each parent liable for the offence or offences. For example, if there are 3 children in a family, each parent may receive 3 separate penalty notices; totalling 6 penalty notices overall. It is important as parents you are aware of the new fines and the potential cost implications for your family.

In the case where parental responsibility is shared across two households, penalty notices should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

### What is the threshold for penalty notices?

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

## National Penalty Notice Framework (offences in a 3 year rolling period)

First Offence	Second Offence	Third Offence (or any further offences within 3 years)
The first penalty notice will be issued at £160 per parent if paid within 28 days (this be reduced to £80 if paid within 21 days).	The second penalty notice will be issued at £160 per parent if paid within 28 days (this will not be reduced).	A penalty notice will not be issued and the case will be considered for potential legal action. This can result in a criminal record and fines of up to £1000 plus costs.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion.

### How we can help you

- Our attendance improvement officer (Sally Parrini) is available to discuss and support you and your child with any attendance and punctuality issues.
- We also have a brilliant wider learning mentor team with a variety of skills who can also offer support. Louise Jeynes is also our Senior Attendance Champion in school.
- At every parent's evening, class teachers give parents your child's attendance registration certificate, so you are aware of their current attendance.
- We will send you school reminders (in a letter) of your child's attendance and punctuality if their attendance begins to drop below 90% before initiating a fast track process.
- We promote good attendance at school through a range of attendance initiatives.
- We have many staff who are First Aid trained. We have a special area where children can sit if they feel unwell. Staff will contact you if your child feels too ill to be in school. If you are in doubt, please send your child to school and we will contact you if necessary.

## 8 Authorised and unauthorised and absence

### 8.1 Authorised absence

Authorised absence is defined as:

- Genuine illness (see appendix 1)
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time **where there are exceptional circumstances**, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

### 8.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

The majority of our school's unauthorised absences do occur when families take term time holidays.

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

A child who is absent and missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education (CME) Statutory guidance for local authorities. We follow the Leeds Children's Services LA procedure. Contact: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk). Tel: 0113 3789686.

# Should I keep my child off school?



## Yes

### Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

## No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

### Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.