



Attendance Policy

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RATIFIED BY THE DIRECTORS OF THE FALLIBROOME SCHOOL			
POLICY REVIEW DATE	This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the School Executive leadership team at every review, the policy will be approved by the full School board.		
POLICY REQUIREMENT	Statutory		



The Fallibroome School (Company number: 07346144). A company incorporated as private limited by guarantee.
Registered Office situated in England and Wales

Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
3.1 Role of the School Board	3
3.2 Role of the Governing Body	4
3.3 Role of the Headteacher	5
3.4 Role of the Senior Attendance Champion	5
3.5 Role of the Class teachers/form tutors	6
3.6 Role of the School office/ admin staff	7
3.7 Role of Parents	8
3.8 Role of Pupils	8
4. Recording attendance	8
5. Authorised and unauthorised absence	10
6. Strategies for promoting attendance	11
7. Supporting pupils who are absent or returning to school	12
8. Attendance monitoring	12
9. Monitoring arrangements	13
10. Links with other policies	13
School Specific Information:	14
Appendix A: Attendance Lead Contact Information	14
Appendix B: Procedure for Reporting of Absences and to following up unauthorised absence	14
Appendix C: Times of the School Day and of Registration	14
Appendix D: How the School Identifies and Responds to Ongoing Punctuality Issues	15
Appendix E: Reporting Attendance to Parents	15
Appendix F: Cheshire East Information on the Issuing of Penalty Notices	15

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance on [working together to improve school](#)

attendance ([applies from 19 August 2024](#)), through our school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013 <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

Role of the Governing Body

a) Policy Implementation:

- Implement the attendance policy tailoring it to fit the specific context of their school.
- Develop supplementary procedures and practices that support the effective implementation of the School's policy.
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Holding the headteacher to account for the implementation of this policy

b) Monitoring and Reporting:

- Monitor attendance and punctuality within the school.
- 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.

c) Intervention and Support:

- Identify and address attendance issues promptly.
- Collaborating with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Use resources and support provided by the School to address local attendance challenges.

d) Engagement and Communication:

Ensure clear communication with all stakeholders regarding attendance expectations and policies.

- Ensure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

Role of the Headteacher

The Headteacher is responsible for:

a) Leadership and Vision:

- Providing leadership in promoting a culture that values regular and punctual attendance as essential for student achievement.
- Ensuring that the school's attendance strategies align with the overarching goals and policies set by the Governing body.

b) Monitoring and Data Analysis:

- Use data to inform decision-making and report findings to the Governing body as required.

c) Intervention and Support:

- Ensure that students and families understand the importance of regular attendance and the impact of absenteeism on learning.

- d) **Staff Management and Training:**
 - o Ensure that all staff understand their roles and responsibilities related to attendance.
 - o Lead by example, demonstrating a commitment to high attendance standards.
- e) **Engagement and Communication:**
 - o Communicating the school's high expectations for attendance and punctuality, the importance of attendance and the school's expectations regularly to pupils and parents through all available channels
 - o Engage with students to foster a positive school environment that encourages regular attendance.
- f) **Legal Compliance:**
 - o Ensure that the school complies with legal requirements related to attendance.
- g) **Review and Improvement:**
 - o Regularly review the effectiveness of attendance policies and practices.
 - o Implement improvements based on feedback, data analysis, and evolving best practices.
 - o Report on progress and challenges to the Governing body, suggesting any necessary policy changes.

Role of the Senior Attendance Champion (also the Headteacher)

The Senior Attendance Champion is responsible for:

- a) **Policy Implementation:**
 - o Leading, championing, and improving attendance across the school
 - o Implementing the attendance policy at school level, ensuring it is adapted to the local context while adhering to School-wide policy.
 - o Setting a clear vision for improving and maintaining good attendance
 - o Develop and communicate clear procedures for recording, monitoring, and addressing attendance and punctuality issues.
- b) **Monitoring and Data Analysis:**
 - o Oversee the accurate recording and monitoring of attendance data daily.
 - o Establishing and maintaining effective systems for tackling absence and punctuality and making sure they are followed by all staff.
 - o Evaluating and monitoring expectations and processes
 - o Analyse attendance data to identify patterns, trends, and areas requiring improvement, reporting findings to the headteacher and Local Board as required.
 - o Benchmarking attendance data to identify areas of focus for improvement.
 - o Monitoring the impact of any implemented attendance strategies and reporting findings to the Governing body as required.
- c) **Intervention and Support:**
 - o Identify students with poor attendance and implement targeted interventions to support them.
 - o Work closely with staff, parents, and external agencies to address underlying issues affecting attendance.
 - o Supporting staff with monitoring the attendance of individual pupils
- d) **Staff Management and Training:**
 - o Provide training and support for staff to effectively manage and promote good attendance.
 - o Lead by example, demonstrating a commitment to high attendance standards.
- e) **Engagement and Communication:**
 - o Building close and productive relationships with parents to discuss and tackle attendance issues.

- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Address parental concerns and provide guidance on how to support their child's attendance.
- Working with the SENDCO and parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where pupils with SEND face in-school barriers.
- Communicating with the SENDCO and local authority when a pupil with an education, health, and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.

f) Collaboration:

- Providing regular attendance reports to form tutors/ class teachers/ school staff for students where attendance is a concern and support them in their role in working with families.
- Working with education welfare officers to tackle persistent absence.
- Work with the Governing body, and other headteachers within the MAT to share best practices and strategies for improving attendance.
- Collaborate with external agencies, such as local authorities and social services, to support students facing significant barriers to attendance.

g) Legal Compliance:

- Maintain accurate records and prepare documentation for any legal proceedings related to attendance issues.
- Issuing fixed-penalty notices, where necessary, if authorised by the headteacher

Role of the Class teachers

Class teachers and form tutors play a frontline role in promoting and managing attendance. Through daily monitoring, early intervention, fostering a positive classroom environment, and engaging with students and parents, they help ensure that students attend school regularly and punctually. Their proactive approach and close relationship with students make them essential to the success of the school's attendance policy.

a) Daily Attendance Monitoring:

- Take accurate attendance registers at the beginning of each class or form period.
- Recording attendance for both morning and afternoon sessions promptly and correctly, using the correct codes (see Appendix 1).
- Follow up on any unexplained absences immediately, ensuring that reasons for absences are documented.

b) First Point of Contact:

- Serve as the first point of contact for students or families regarding attendance issues.
- Build positive relationships with students to understand any issues affecting their attendance.
- Encourage students to attend regularly and on time, emphasising the importance of good attendance for academic success.

c) Early Identification and Intervention:

- Identify patterns of absenteeism or lateness early and report concerns to the relevant pastoral or attendance staff.
- Implement initial interventions, such as speaking with the student or parent to understand and address any barriers to attendance.
- Liaise with parents or guardians to discuss attendance concerns and work together to find solutions.

d) Promoting a Positive Attendance Culture:

- Create a welcoming and supportive classroom environment that motivates students to attend.
- Recognise and acknowledge /reward good attendance, using positive reinforcement to encourage students.
- Incorporate discussions about the importance of attendance into the curriculum and daily interactions with students.

e) Communication and Engagement:

- Communicate regularly with parents or guardians about their child's attendance, both positively and when there are concerns.
- Provide parents with information and support on how to improve their child's attendance.
- Collaborate with other staff members to support students with attendance issues.

f) Supporting School Attendance Strategies:

- Implement school-wide attendance initiatives and campaigns within the classroom or form group.
- Participate in training and professional development related to attendance and the school's policies.
- Collaborate with colleagues to share best practices and strategies for improving attendance.

g) Documentation and Reporting:

- Maintain accurate records of attendance and any communications with parents or interventions undertaken.

h) Mentoring and Pastoral Care:

- Offer mentoring and pastoral support to students who are struggling with attendance.
- Understand and address any personal or academic issues that may be contributing to poor attendance.
- Refer students to additional support services within the school if needed, such as counselling or academic support.

Role of the School office/ admin staff

School admin / office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
Contact parents or guardians to verify the reasons for student absences.
- Transfer calls from parents/carers to other relevant where appropriate, to provide them with more detailed support on attendance.
- Provide administrative support to teachers and form tutors in managing and recording attendance.
- Ensure accurate and timely entry of attendance data into the school's attendance management system.
- Maintain up-to-date records of student attendance, absences, and punctuality.
- Generate attendance reports for various stakeholders, including senior leadership, teachers, and the local board.
- Assist in the preparation of reports for external agencies or inspections as required.

Role of 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.
- Understand and comply with the school's attendance policies and procedures relating to attendance.
- Avoid taking their child out of school for unnecessary reasons or during term time. Ensure that, where possible, appointments for their child are made outside of the school day.
- Call the school to report their child's absence in line with your school procedure for reporting absence (appendix B) on the day of the absence and each subsequent day of absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Maintain open communication with teachers and school staff regarding their child's attendance and any concerns.
- Seek support from school, where necessary, for maintaining good attendance.
- Promote positive attitudes towards attendance, encouraging a positive attitude towards school and emphasise the importance of regular attendance for academic success.
- Help their child understand the value of education and the impact of absenteeism on their learning.
- Set a good example by demonstrating punctuality and commitment.
- Collaborate with the school on strategies to improve attendance if their child is experiencing difficulties.
- Understand their legal obligations regarding school attendance and ensure they fulfil these responsibilities.

Role of Pupils

Pupils are expected to:

- Attend school every day, on time; attend all lessons punctually.
- Inform teachers, their parents, or a schooled adult in school about any issues they are facing, such as bullying or academic challenges, that could impact their willingness to attend school.

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. In addition to this, secondary schools will mark attendance at each timetabled lesson during the school day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry

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

See Appendix G for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity.
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school on time each school day.

Details of the time of the school day and details of registration for your school can be found in Appendix C.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence in line with school procedure (see appendix B) or as soon as practically possible.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

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

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

4.4 Lateness and punctuality

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code.

After the register has closed will be marked as absent, using the appropriate code.

For details of how the school identifies and responds to ongoing punctuality issues see Appendix D

4.5 Following up unexplained absence

Unexplained absences are followed up in line with school policy and procedure (see Appendix B)

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels (see Appendix E - school specific approach)

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave.
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as unique situations that warrant an authorised absence from school despite the general requirement for regular attendance. These circumstances are generally considered on a case-by-case basis. Scenarios that might be considered exceptional circumstances include:

- **Family Bereavement:** The death of a close family member or significant person in the student's life.
- **Medical or Dental Appointments:** Emergency medical or dental appointments that cannot be scheduled outside of school hours.
- **Family Emergencies:** Serious family emergencies that require the student's presence at home.
- **Exceptional Educational Opportunities:** Unique educational activities or opportunities that are of significant benefit to the student and cannot be obtained outside school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated in accordance with any leave of absence request form, accessible via the school's website. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

1. Illness (including mental-health illness) and medical/dental appointments.
2. Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s).
3. If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration)

- Attending provision arranged by the local authority.
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Sanctions

Our schools 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.

Penalty notices

The headteacher (or someone authorised by them), 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.

If the school issues a penalty notice, it will check with the local authority before doing so, and they will be sent a copy of any penalty notice issued.

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 (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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 (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

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.

Notices to improve.

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far.
- Opportunities for further support, or to access previously provided support that was not engaged with.

- A clear warning that a penalty notice may be issued if attendance does not improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.
- A clear timeframe of between 3 and 6 weeks for the improvement period

The grounds on which a penalty notice may be issued before the end of the improvement period.

6. Strategies for promoting attendance

Each school promotes good attendance and uses a range of age-appropriate strategies to reward, incentivise and improve attendance.

7. Supporting pupils who are absent or returning to school

Most pupils are absent from school for a short time and return from an absence without the need for any additional support.

In some cases, pupils may be absent due to complex barriers, significant health (physical or mental) matters or SEND or may be returning to school following a significant absence. Where schools are working closely with a family to improve attendance or support a return to school, a more individualised approach may be taken such as offering parents an attendance contract, detailing expectations of the child, the parent, and the school in improving attendance. A contract would be reviewed regularly to ensure strategies agreed are effective.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

In all cases of absence, the child's safety must be paramount. The school's Child Protection/Safeguarding Policy should be referred to immediately if there are any doubts about a child's safety or welfare. School safeguarding training should ensure that all staff understand the safeguarding risks associated with a child's absence from school, including any local contextual safeguarding risks

8. Attendance monitoring

Attendance and absence data (including punctuality data) are systematically and regularly reviewed and analysed

8.1 Monitoring attendance

With support from the School data, school will monitor attendance and absence data (including punctuality) half-termly, termly, and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request. All School schools have granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

With support from the School data, intelligence and impact manager each school will benchmark its attendance data at whole level, individual pupil, year group, cohort level and by key pupil groups including disadvantaged & SEND against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends. Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups, or cohorts that it has identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families.
- Provide regular attendance reports to class teachers/form tutors of any pupils whose attendance is causing concern, to facilitate discussions with pupils and families.
- Provide regular attendance reports to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead). The governing Board will be expected to scrutinise the data and challenge leaders on any potential gaps or weaknesses in the data.
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.
- Share information and collaborate with other schools in the area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school.
 - Listen, and understand barriers to attendance.
 - Explain the help that is available.
 - Explain the potential consequences of, and sanctions for, persistent and severe absence.
 - Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the School Executive leadership team at every review, the policy will be approved by the full School board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

School Specific Information:

Lower Park School

Appendix A: Attendance Lead Contact Information

Amelia Lomas - Headteacher

Appendix B: Procedure for Reporting of Absences and to following up unauthorised absence

Reporting your child absent

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may attempt to visit the family home*
- Identify whether the absence is approved or not*
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent*
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer*
- Where appropriate, offer support to the pupil and/or their parents to improve attendance*
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals*
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention as appropriate*

School's Approach to following up unauthorised absence

Child does not attend school as expected, if no reason to authorise the absence is established, then the child will be coded in the register with an unauthorised mark.

Step 1 - Each day of unauthorised absence - School make a telephone call to parents / carers, exploring barriers to attending and measures to support child back into school if fit and well. Where the child or parent has specific anxieties, this may highlight the need for a further discussion either face to face or remotely. If no contact can be made with the family then a home visit will be completed to ensure the child is safe and well.

Step 2 – Following 4-6 unauthorised absences (O code or U code) – school to invite parents in for a meeting / video meeting and or complete a home visit to discuss attendance, explore barriers and offer support to enable child to attend. School and parents will agree a plan to improve attendance and school will keep a record of the meeting. If mental health is identified as a barrier to attendance, school will consider a conversation with the Together in Education Lead.

Step 3 - At 6-8 unauthorised absences the school send a template letter to each parent / carer to advise that if there are 10 unauthorised absences an Attendance and Children Out of School Team (ACOOS) referral for a 15-day warning period will be made, resulting in penalty notice if there is any further unauthorised absence in the advised time period.

Step 4 - Following a series of 10 unauthorised absences, schools make a Penalty Notice Warning Period request to the Attendance and Children Out of School Team (ACOOS) alongside evidence of the contact made, notes of meeting held and support offered to family to increase attendance.

Appendix C: Times of the School Day and of Registration

Times of School Day:

Gates open 8:40

Start of school day: 8:50

Lunch 12:00- 1:00 (KS1/EY)

12:15 – 1:10 (KS2)

End of school day 3:20

Registration:

The register for the first session will be taken at 9:00am and will be kept open until 9:30 [not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place]. The register for the second session will be taken at 1:00 and 1:10 and will be kept open until 1:30. **Attendance after the close of the register will always be unauthorised (U code).**

Appendix D: How the School Identifies and Responds to Ongoing Punctuality Issues

- Pupils who are consistently late are disrupting not only their own education but also that of others.
- When a pupil is late (after 9:00) parents/carers will be required to sign in and give a reason for the lateness. These will be monitored on a half termly basis and discussed by the Head teacher, SLT and school office to see if any support or advice can be offered to families. If a child is late more than 5 times within a term a meeting will be arranged to discuss lateness and offers of support with the Head Teacher or SLT.

Appendix E: Reporting Attendance to Parents

- The head teacher will regularly remind parent(s)/carer(s) of the importance of good attendance and punctuality via the school newsletter.
- Whole school percentage attendance is shared in the newsletter
- Class teachers will regularly remind their class of the importance of good attendance and punctuality. Each teacher will find relevant ways to promote good attendance in their class.
- Pupil's individual attendance percentage is shared in the annual school report.
- Pupil's who are persistently absent are contacted via letter termly and support offered.

Appendix F: Cheshire East Information on the Issuing of Penalty Notices



PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section444 (1a) can include a fine of up to £2500.



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Appendix G: Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national, or international emergency

Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial, or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered

#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays
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