# HARLOW FIELDS SCHOOL & COLLEGE

*Working Together To Succeed*

| | |
|---|---|
| **POLICY TITLE:** | **Attendance Policy** |
| **ADOPTED:** | September 2026 |
| **COMMITTEE:** | FGB |
| **DATE FOR REVIEW:** | September 2027 |
| **AUTHOR:** | Essex CC/ Megan Blake |
| **POLICY NUMBER:** | HFP-3 |

| | |
|---|---|
| This policy was updated, to take effect from: | **1st September 2026** |
| School staff were consulted on this document and it was accepted by the personnel committee on: | N/A |
| It was ratified by the FGB on: | 16th September 2026 |
| Signed by the Chair of FGB: | Paula Violet |

# PUPIL ATTENDANCE POLICY

**The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is:**
Megan Blake
megan.blake@harlowfields.essex.sch.uk

**The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:**
Leyla Titchmarsh
leyla.titchmarsh@harlowfields.essex.sch.uk

**The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance (Attendance Officer/Pastoral Support Worker/Head of Year etc):**
Sandra Lawrence for Lower School sandra.lawrance@harlowfields.essex.sch.uk
Craig Bailey-Whyte for Upper School craig.baileywhyte@harlowfields.essex.sch.uk
Chris Donno for Sixth Form chris.donno@harlowfields.essex.sch.uk

**The name of our linked Governor with responsibility for monitoring attendance is:**
Simon Dewhurst simon.dewhurstgov@harlowfields.essex.sch.uk

This policy is available online via the school website (under Policies)

# Harlow Fields School and College

# Pupil Attendance Policy

## Introduction and Background

*Harlow Fields School and College* recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the *headteacher*, not the parent, who can authorise the absence.**

## Promoting Regular Attendance

At Harlow Fields School and College, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

**The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:**
Megan Blake
megan.blake@harlowfields.essex.sch.uk

The governor with responsibility for monitoring attendance is Simon Dewhurst
simon.dewhurstgov@harlowfields.essex.sch.uk

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters and website;
- Promote the benefits of high attendance;
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should we have a concern regarding their child's education..

## Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as being too ill to attend. Medical or dental appointments which unavoidably fall in school time,

emergencies or other unavoidable cause. However, you may be asked to provide evidence in such cases before this can be authorised.

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

## Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent'**. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

## Celebrating Attendance

School will consistently promote the benefits of good attendance at school and make school a place where pupils want to be, set high expectations for every pupil, communicate these expectations clearly and consistently to pupils and parents where identified. School will put in bespoke incentives to support and improve attendance.

## Absence Procedures

**The name and contact details of the school staff member pupils and parents should contact about attendance on a day to day basis is:**
Leyla Titchmarsh
leyla.titchmarsh@harlowfields.essex.sch.uk

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

**If a child is absent from school the parent must follow these procedures:**

- Contact the school on the first day of absence before *8am;*

- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. State your full name, relationship with the pupil, their name and class and reason for their absence. If a pupil is unwell, you must report their symptoms. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before *8am;*
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Essex County Council Guidance on School Absence and Childhood Illness (Annex D).

**If your child is absent we will:**

- Telephone you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding;
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

**If absence continues we will:**

- Write to you if your child's attendance is causing concern, and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with our Senior Attendance Champion or Department lead
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.
- We have employed Education Welfare Advisory and Support Services to deal with cases of prolonged absences or where patterns of absences emerge. They will contact you and arrange a meeting where necessary and in extreme cases refer the matter to Essex legal intervention team under the Education Act (1996).

See Annex A for Harlow Fields School and College Attendance Flowcharts.

## Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.
The times of morning, afternoon registers start and close of the school day for all pupils at Harlow Fields School and College are:
Morning Registration starts: 8.50am (for transported pupils)
Gates open: 9.00am (for walkers)
Morning Registration closes: 9.40am for all pupils
Afternoon Registration starts: 1pm

Afternoon Registration closes: 1:30pm
End of the school day: 2.50pm (for transported pupils), 3.00pm (for walkers)

**How we manage lateness:**

- The school day starts at ***8.50am (transported pupils) 9.00am (walkers)*** when children can begin to come into school;
- Registers are taken at ***8.50am;***
- Children arriving after **9.10am** are required to come into school / college via reception. Their class teacher will mark them late noting the reason for this.
- At ***9.40am*** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with the Headteacher / SLT, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children.

**Understanding barriers to attendance**

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions. High expectations of attendance remain in place for all pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex B for summary tables of responsibilities for school attendance.

**The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:**
Leyla Titchmarsh
leyla.titchmarsh@harlowfields.essex.sch.uk

**Local Authority attendance support services**

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex C for the Essex Code of Conduct) or prosecution in the Magistrates Court.

## School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now legally required to notify their Local Authority of every new entry to the admission register within five days of the pupil being enrolled. In addition to this, every deletion from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Harlow Fields cannot remove a pupil from school roll without LA permission.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

1.

i. Parents must ensure that they update the school when any changes occur in terms of address, and telephone numbers for the pupil and key family member
ii. Parents must provide at a minimum two emergency contacts

## National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence

within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Annex C for the Essex Code of Conduct.

**There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.** In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Essex Code of Conduct, in respect of each parent believed to have allowed the absence.

**At *Harlow Fields School and College* 'exceptional circumstances' will be interpreted as:**
... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with / to their children and upload to Earwig.

**Children Missing Education**

Where a student has been absent for 5 consecutives days and we have been unable to make contact with you or your emergency contact numbers we have a legal duty to report your child as missing education to the Local Authority and the Essex Sen department.

**Deletion from Roll**

Statutory Assessment manage the process for any pupils leaving Harlow Fields School and College. Their contact details are: SENDOperations.West@essex.gov.uk

**Absence data**

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

## Annex A: Harlow Fields School and College Attendance Flowcharts

### Attendance & Safeguarding Response to Ongoing Absence (With Parental Contact)

**1. Threshold for Escalation**
Escalation procedures apply where parental contact is maintained, but absence reaches either of the following thresholds:

- 5 consecutive school days absent (even with daily updates), or
- 10 sessions (5 days) within a 2-week period

**2. Social Worker Contact**
If the child is known to Social Care, inform the allocated Social Worker on –

- Day 1 - if explanations are inconsistent or implausible, there are known risks (neglect, domestic abuse, exploitation, etc.) or there is professional disagreement with parent narrative
- By Day 3 - if the child has not been seen by a professional or there is any uncertainty about wellbeing
- At the threshold - if not before

**3. Shift from Communication to Verification**
Regular messages from parents do not constitute assurance of a child's wellbeing.
At threshold, the school must move from communication to active verification.
Required actions:

- Conduct a phone conversation with parent/carer (not messages alone)

Clarify:

- Nature of absence (e.g. illness, anxiety, other factors)
- Whether the child has been seen by a professional
- Expected return date

Further action:

- Request evidence where appropriate (e.g. GP, CAMHS involvement)

**4. Internal Review**
The case must be reviewed by:

- DSL / Safeguarding Team / Senior Attendance Officer

Consider:

- SEND needs (e.g. EBSA – Emotionally Based School Avoidance)
- Any safeguarding risks (e.g. child unseen, family stress, neglect indicators)
- When the child was last seen by a professional outside the family

Decide on the Safeguarding Response (Step 5) and whether to progress to Formal Stage (move to Attendance Escalation Flowchart). All discussions must be formally recorded.

**5. Risk-Based Safeguarding Response (At Threshold)**
Following internal review, a risk triage decision must be made and recorded.
Risk Triage Considerations

- Has the child been seen by a GP or other professional?
- Is the reason for absence clear, consistent, and plausible?

- Are there known safeguarding concerns or vulnerabilities?
- What is the quality of parental engagement?

| Low Risk | Medium Risk | High Risk |
|---|---|---|
| *(e.g. EBSA, medical needs, engaged parent)*<br><br>Indicators:<br>• Plausible and consistent reason for absence<br>• Evidence of professional involvement<br>• Cooperative and communicative parent/carer<br>• No ongoing safeguarding concerns<br><br>Response:<br>• Arrange support/reintegration meeting<br>• Implement support plan<br>• Continue monitoring<br>• Home visit not required at this stage, but kept under review | Indicators:<br>• Child not seen by professionals<br>• Vague, inconsistent, or changing explanations<br>• Emerging or low-level safeguarding concerns<br>• Limited or inconsistent parental engagement<br><br>Response:<br>• Home visit on day 5–7<br>• Arrange parent meeting<br>• Consider Early Help / external support<br>• Increase monitoring and ensure detailed recording | Indicators:<br>• Known or escalating safeguarding concerns<br>• Inadequate or no explanation for absence<br>• No evidence child is safe or has been seen<br>• Breakdown in parental engagement<br><br>Response:<br>• Immediate home visit (same day or next day)<br>• Consider safeguarding referral in line with Working Together to Safeguard Children<br>• Record all actions and rationale |

**6. Home Visit**
A home visit should be undertaken where identified through risk assessment, or where:

- The child has not been seen by professionals
- Absence reaches 10 consecutive school days

Approach:

- Where parents are cooperative, arrange in advance
- Present the visit as supportive rather than investigative

**7. Key Policy Principle**
“Ongoing absence with parental communication will be subject to the same safeguarding and attendance scrutiny as unexplained absence. Communication alone does not remove the school’s duty to verify a child’s safety and access to education.”

**8. Record Keeping**
Maintain clear and comprehensive records of:

- Daily contact with parents
- Communication with Social Care
- Meetings and outcomes
- Home visits (or rationale for not conducting one)
- Safeguarding considerations and risk decisions

**Attendance & Safeguarding Response to Ongoing Absence (Without Parental Contact)**

*If at ANY point parental contact is re-established and engagement resumes, the case must transition to the "Absence With Parental Contact" flowchart.*

**1. Day 1 Absence - (No parental contact)**
Immediate response is required for all pupils, regardless of authorised/unexplained status.
**Actions:**

- First day call to parent/carer (same day)
- Apply professional curiosity even if a reason is provided informally or previously known
- If contact is made:
    - Assess wellbeing and safeguarding concerns
    - Clarify reason for absence and expected return
    - Consider whether a follow-up call is required (e.g. ongoing absence or concerns)

**Additional actions:**

- Send documented follow-up email/message via Arbor
- Record all contact attempts and outcomes

**Safeguarding escalation:**

- Any concern regarding safety, vulnerability, or inconsistent information should be referred immediately to the DSL

**Social Worker contact:**
Inform allocated Social Worker on Day 1 if:

- No parental contact is established after first-day attempts
- Child has known safeguarding vulnerabilities (e.g. neglect, DA, CSE/CCE, CIN/CP)
- Absence is out of character or unexplained
- There is professional concern about immediate wellbeing

**Home visit:**
Immediate visit (same day/next day) ONLY IF:

- Child is open to Social Care AND vulnerable, OR
- Known high safeguarding risk (CSE/CCE, neglect, DA escalation), OR
- Serious immediate concern about safety

Follow the guidance in Section 4 (Home visits).

**Police involvement (Days 1-3):**

Call 999 immediately if:

- There is belief the child may be at immediate risk of harm
- Evidence or strong suspicion of:
    - abduction / forced removal
    - exploitation (CCE/CSE) with immediate risk
    - domestic abuse escalation involving child disappearance
    - threats, violence, or credible safeguarding intelligence
- Child is known to be missing from home AND high risk

**2. Day 2 Absence - (No Parental Contact)**

If no contact has been made or established by Day 2:

**Required actions:**

- Attempt contact with all listed emergency contacts (unless restricted)
- Continue documented attempts (calls, voicemails, texts where appropriate)

**Internal escalation:**

- Escalate to DSL / Senior Attendance Lead for review of risk indicators
- Review attendance history and known vulnerabilities

**Social Worker contact:**

If not already informed on Day 1, inform Social Worker on Day 2 where:

- No reliable contact has been made with parent/carer, OR
- There is ongoing inability to verify child's welfare, OR
- Emerging concerns exist regarding vulnerability or attendance pattern

**Home visit:**

A home visit must be arranged on Day 2 where ANY of the following apply:

- No parental contact has been established after full Day 1 attempts + Day 2 attempts
- All emergency contact numbers have been attempted and are unreachable or unresponsive
- There is no verified information confirming the child's wellbeing
- Absence is out of character or unexplained and cannot be clarified

Follow the guidance in Section 4 (Home visits).

**3. Day 3 Absence - (No Contact Maintained)**

If no contact has been made or established by Day 3:

**Required actions:**

- Continue to attempt contact with all listed emergency contacts (unless restricted)
- Continue documented attempts (calls, voicemails, texts where appropriate)

**Social Worker contact:**

Inform allocated Social Worker by Day 3 at the latest, if not already informed.
**Home visit:**
A home visit must be conducted on Day 3 or the next working day if not already completed.
Follow the guidance in Section 4 (Home visits).

**4. Home visits (reviewed with DSL)**
All home visits must be recorded in full and reviewed by the DSL / attendance lead.
Each home visit record must include:

- Date and time of visit
- Staff attending (names and roles)
- Outcome of the visit, including whether:
    - Child was seen
    - Child was spoken to
    - Parent/carer was present
    - No contact was made
- Parental/carer explanation for the absence (if given)
- Any safeguarding concerns or observations, including:
    - Child's presentation (if seen)
    - Condition of home environment (if relevant and observed)
    - Inconsistencies in information provided

**A. Child seen and explanation is plausible (no safeguarding concerns identified)**
If the child is seen, appears appropriately cared for, and the reason for absence is reasonable and consistent (e.g. illness, appointment, temporary family issue).
**Actions:**

- Confirm the child is safe and appropriately presented
- Confirm reason for absence and expected return with parent/carer
- Reinforce attendance expectations
- Offer support if needed (e.g. pastoral support, attendance advice)
- Return to routine attendance monitoring

If parent contact is re-established, the case must transition to the "Absence With Parental Contact" flowchart.

**B. Child seen but explanation is inconsistent or there are safeguarding concerns**
The child is seen but there are concerns about welfare or credibility of information, such as:

- unclear or changing explanations
- child appears neglected, distressed, or unusually withdrawn
- discrepancies between parent and child accounts
- signs of possible risk (e.g. CSE/CCE, domestic abuse, neglect indicators)
- child not appropriately supervised or cared for

Actions:

- Inform allocated social worker
- Consider referral to Social Care (if no allocated social worker and threshold met)

If parent contact is re-established, the case must transition to the “Absence With Parental Contact” flowchart.

**C. Child not seen or wellbeing cannot be verified**

If a child cannot be seen and their wellbeing cannot be reliably confirmed, this must be treated as a potential missing child / safeguarding risk, not simply non-attendance.
This includes any situation where:

- The child is not present at the address, or
- Staff are unable to confirm the child’s safety/wellbeing with certainty, or
- There is no reliable evidence the child is safe

**Risk-Based Response:**

| Low Risk (rare in “not seen” cases) | Medium Risk | High Risk |
|---|---|---|
| Indicators:<br>• Verified hospital admission or regulated placement<br>• Confirmation from professional body (health/social care/school)<br>• Written or direct verified professional confirmation<br><br>Actions:<br>• Log child as confirmed safe<br>• Record confirmation source clearly<br>• Resume routine monitoring<br>• No escalation unless situation changes | Indicators:<br>• Parent provides explanation but no direct confirmation<br>• Unverified informal arrangements (e.g. staying with relatives)<br>• Emergency contacts cannot confirm sighting<br>• No immediate acute risk indicators<br><br>Actions:<br>• Attempt further contact with emergency contacts<br>• Inform Social Worker (if allocated)<br>• Consider Social Care referral if threshold met<br>• Arrange repeat visit or urgent follow-up | Indicators:<br>• No child seen and no reliable explanation<br>• All contact attempts unsuccessful (parents + emergency contacts)<br>• Address appears empty or abandoned<br>• Information is contradictory or changing<br>• Known safeguarding vulnerabilities (e.g. neglect, DA, CSE/CCE, CIN/CP)<br>• Sudden disappearance or out-of-character absence<br>• Refusal to engage or obstructive behaviour<br><br>Actions:<br>• Continue intensive contact attempts and repeat visits<br>• Inform Social Worker immediately<br>• Refer to Children’s Social Care (same day if no allocated social worker)<br>• Request police welfare check or call 999 if immediate risk suspected |

| | | |
|---|---|---|
| | | • Complete Missing in Education referral |

**5. Internal Review**
The case must be reviewed by:

- DSL / Safeguarding Team / Senior Attendance Officer

Decide whether to progress to Formal Stage (move to Attendance Escalation Flowchart). All discussions must be formally recorded.

**6. Key Policy Principle**
"Where there is no parental contact, the school must treat absence as a potential safeguarding concern until the child's safety and whereabouts are independently verified. Lack of communication increases, rather than reduces, the need for escalation and professional curiosity."

**7. Record Keeping**
Maintain clear and accurate records of:

- Daily contact attempts with parents/carers
- Communication with Social Care and other agencies
- Meetings held and their outcomes
- Home visits
- Safeguarding concerns and risk level decisions

**HFSC Attendance Escalation Framework & Flowchart**

**Summary of Escalation Pathway**
**Level 1 – Preventative**
<95% attendance
→ Early support, monitoring and low-level intervention
**Level 2 – Concern**
90% attendance OR escalation from initial absence flowcharts
→ Structured support plan
**Level 3 – Formal**
No improvement OR non-engagement
→ Attendance Concern Letters, Attendance Contracts, Notice to Improve
**Level 4 – Statutory**
→ LA Attendance Team / Social Care / Section 19 / CAMHS
**Level 5 – Legal**
→ FPN / legal intervention / enforcement

**1. ATTENDANCE AT RISK STAGE (PREVENTATIVE)**
**Trigger Point**

- Attendance falls below **95%**
- Emerging patterns (Mondays/Fridays, anxiety-related absences)
- Repeated short-term illness absence
- Early EBSA indicators

**Actions**

- Call-back prompt sheet used
- Pupil check-in with trusted adult
- Informal “Reach Out” supportive letter
- Informal meeting offer
- Review in-school barriers
- Attendance chronology begins

**In-School Support**

This may include:

- Regulation space access
- Uniform flexibility
- Phased return
- Flexible start times
- Sensory adjustments
- Bespoke timetable

**Core toolkits (Level 1)**

- “We Miss You – Maximising Attendance” Toolkit
- Essex “Support First” Toolkit

How they are used:

- Early engagement with families
- Pupil check-in / pastoral conversation support
- Anxiety/EBSA reassurance work
- Preventing emerging patterns becoming entrenched

**Early External Support**

This may include:

- Early Help / Team Around the Family (TAF)
- MHST / CAMHS referral (where appropriate)
- School Nurse involvement
- SEND / EBSA review
- Parent support services e.g. Essex Local Offer

**2. ABSENCE OF CONCERN**

**Trigger Point**

- Attendance reaches **90% or below**

- The Internal Review conducted as part of the Absence With/Without Parental Contact flowcharts has determined escalation as the next step

**Actions**

- Attendance Support Meeting (core engagement opportunity)
- Bespoke Attendance Support Plan agreed
- Barriers identified and recorded
- Multi-agency consideration initiated
- Early Help considered or initiated
- Targeted in-school interventions activated
- Attendance chronology continues

**Toolkits (Supportive use):**

- "We Miss You" (as reintegration/support reinforcement tool)
- Support First Toolkit (to guide intervention planning)

How they are used:

- Supporting Attendance Support Plan actions
- Reinforcing agreed targets and routines
- Helping families understand attendance expectations
- Supporting EBSA / anxiety-based reintegration planning
- Strengthening engagement

**Outcomes**

If engagement is successful:

- Continue support plan
- Monitor attendance
- Step down if improvement sustained

If engagement fails:

- No attendance improvement OR no participation
  → escalate to Formal Stage

**3. FORMAL STAGE (AT THRESHOLD – POST SUPPORT TRIGGER)**

**Trigger Point**

No improvement following Engagement Stage
OR non-attendance at support meeting
OR ongoing persistent absence despite support

**Actions**

- Issue **Attendance Concern Letter**
  - acknowledgement of ongoing absence
  - education and wellbeing concerns
  - invitation to formal meeting (virtual or in-person)

**Support Implementation**

- Reduced timetable (with reintegration plan)

- EBSA / MHST / CAMHS referral
- Early Help assessment

**Contact SEND Ops / Education Access when:**

- Formal Attendance Concern Letter is issued AND SEND is a factor
- Attendance Contract is being considered/implemented
- Persistent inability to access provision continues
- Reintegration plans significantly change provision delivery

**If Support Does Not Improve Attendance**

- Attendance Contract (co-produced)
- Issue **Notice to Improve (DfE-aligned)**
- Continued monitoring via chronology

**Before Notice to Improve**

Must evidence:

- Full attendance chronology
- All interventions recorded
- Pre-referral checklist reviewed
- Clear support-first approach demonstrated

**4. STATUTORY & MULTI-AGENCY ESCALATION**

**Trigger Point**

- No sustained improvement following formal support
- OR non-engagement across stages
- OR safeguarding-linked attendance concerns

**Actions**

- Refer to Education Welfare / LA Attendance Team
- Consider Social Care referral (if vulnerability present)
- Consider Section 19 provision (medical / mental health barrier)
- Consider Emergency Annual Review

**Contact SEND Ops / Education Access when:**

- Emergency Annual Review is being considered
- Section 19 is being considered
- Multi-agency escalation (Social Care / CAMHS / EWO) is active
- Risk of non-access to specialist placement is ongoing

**External Consultation (Optional)**

- Essex Attendance Team: westattendanceteam@essex.gov.uk
- Legal consultation: cheryl.vickers@essex.gov.uk

## 5. FIXED PENALTY NOTICE (FPN) – LAST RESORT

**Trigger Point**

- All support and statutory interventions exhausted
- Continued unauthorised absence
- Clear evidence of engagement failure or refusal

**Requirement Before FPN**

Must demonstrate:

- Full attendance chronology
- Meetings attempted/held
- Letters issued
- Support offered and implemented
- Multi-agency involvement
- Reasonable adjustments attempted

**Principle**

FPNs are only used when all supportive and statutory routes have been fully exhausted and documented.

**Overarching Principles – All Levels**

**Attendance Chronology**

Must include:

- All contact attempts (successful and unsuccessful)
- Multi-agency communication
- Interventions and support
- Pupil voice
- Parent/carer voice
- Outcomes and impact

**Non-engagement principle**

Non-engagement must be evidenced separately from inability to engage.

**Final Safeguarding and Attendance Principle**

*"Attendance intervention must be preventative, evidence-led, and support-first. Escalation is only appropriate where structured support has been attempted, documented, and has not resulted in sustained improvement."*

**Annex B: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024**
https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf

## All pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Ensure their child attends every day the school is open except when a statutory reason applies.<br><br>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).<br><br>Only request leave of absence in exceptional circumstances and do so in advance.<br><br>Book any medical appointments around the school day where possible. | Have a clear school attendance policy on the school website which all staff, pupils and parents understand.<br><br>Develop and maintain a whole school culture that promotes the benefits of good attendance.<br><br>Accurately complete admission and attendance registers.<br><br>Have robust daily processes to follow up absence.<br><br>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.<br><br>Have a dedicated senior leader with overall responsibility for championing and improving attendance. | Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.<br><br>Ensure school leaders fulfil expectations and statutory duties.<br><br>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.<br><br>Ensure school staff receive training on attendance. | Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.<br><br>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.<br><br>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.<br><br>Offer opportunities for all schools in the area to share effective practice. |

## Pupils at risk of becoming persistently absent

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered to prevent the need for more formal support. | Proactively use data to identify pupils at risk of persistent absence.<br><br>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.<br><br>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.<br><br>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.<br><br>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.<br><br>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners. |

## Persistently absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. | Continue support as for pupils at risk of becoming persistently absent and:<br><br>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.<br><br>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.<br><br>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.<br><br>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.<br><br>Work with other schools in the local area, such as schools previously attended and the schools of any siblings. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Continue support as for pupils at risk of becoming persistently absent and:<br><br>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.<br><br>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.<br><br>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort). |

## Severely absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. | Continue support as for persistently absent pupils and:<br><br>Agree a joint approach for all severely absent pupils with the local authority. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Continue support as for persistently absent pupils and:<br>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.<br><br>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans. |

## Support for cohorts of pupils with lower attendance than their peers

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Not applicable. | Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.<br><br>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools. |

## Support for pupils with medical conditions or SEND with poor attendance

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered. | Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.<br><br>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.<br><br>Consider additional support from wider services and external partners, making timely referrals.<br><br>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.<br><br>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education. |

### Support for pupils with a social worker

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered. | Know who the pupils who have, or who have had, a social worker are.<br><br>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.<br><br>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.<br><br>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.<br><br>Through the work of Virtual School Heads, they should:<br>• Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.<br>• Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.<br>• Develop whole system approaches, with social care, to support the attendance of children in need. |

## Looked after and previously looked after children

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.<br><br>Proactively engage with the support offered. | Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.<br><br>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.<br><br>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school. | Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.<br><br>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance. | Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.<br><br>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:<br><br>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.<br>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.<br>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.<br>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance. |

## Monitoring

| Parents: | Schools: | Academy trustees and governing bodies: | Local authorities: |
|---|---|---|---|
| Schools regularly update parents on their child's attendance.<br><br>(If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.) | The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.<br><br>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.<br><br>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.<br><br>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint. | DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.<br><br>Ofsted considers governing bodies' efforts as part of inspections. | DfE Regions Group monitors local authority efforts as part of regular interaction.<br><br>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.<br><br>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint. |

## Annex C

## ESSEX CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

https://www.essex.gov.uk/schools-and-learning/schools/attendance-and-absence/penalty-notices




**Helping parents to understand the changes to fines for term time holidays**

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued for unauthorised holidays recorded by schools **after 19th August 2024**.

**Who may be fined?**

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

**National Threshold**

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5 day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

**First Offence**

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between days 22-28.

**Second Offence**

**(within 3 years)**

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday), per child, payable within 28 days.

**Third Offence and Any Further Offences (within 3 years)**

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution can result in criminal records and fines of up to £2,500.

Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

## Annex D – Illness Absence Guidance

https://www.essex.gov.uk/schools-and-learning/schools/school-attendance-and-absence/health-and-your-childs-education

https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/

https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=276

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf