



# Ramsden Hall Academy

**Ramsden 4R's**

We are Respectful. We are Resilient. We Reflect. We Repair

## Attendance Policy

### Ramsden Hall Academy

|                         |                     |                      |                  |
|-------------------------|---------------------|----------------------|------------------|
| <b>LAST REVIEW DATE</b> | <b>August 26</b>    | <b>REVIEW PERIOD</b> | <b>Annually</b>  |
| <b>NEXT REVIEW DATE</b> | <b>September 27</b> | <b>OWNER</b>         | <b>A Robbins</b> |

## **Contents**

|                                   |    |
|-----------------------------------|----|
| Introduction and background       | 3  |
| Promoting Regular attendance      | 5  |
| Understanding types of attendance | 5  |
| Responsibilities and expectations | 6  |
| Absence monitoring                | 7  |
| Absence procedures                | 8  |
| Returning from Suspension         | 10 |
| Essex County council support      | 10 |
| DFE Guidance                      | 13 |
| Essex attendance guidance and     | 18 |
| Penalty notice information.       |    |

**The name and contact details of the senior leader responsible for the strategic approach to attendance in our school is:**

Mr Adam Robbins  
Assistant Headteacher  
Attendance and behaviour lead  
Ramsden hall Academy  
Heath Road  
Ramsden heath  
Billericay  
CM11 1HN

ARobbins@ramsdenhall.org.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:**

School reception 01277 624580  
Dana Stanton  
[admin@ramsdenhall.org.uk](mailto:admin@ramsdenhall.org.uk)

**The name of our linked Governor with responsibility for monitoring attendance is: Brian Collins**

### **Ramsden Hall Academy Mission statement**

We aim to give all our pupils and their families the hope, compassion, experience and qualifications to enable them to take their place in the World. We will:

- Build their skills and confidence so that they can learn to recognise their emotions self-regulate and develop strategies to express themselves safely.
- Ensure that everyone is seen and known as an individual and offer them tailored pathways to meet their individual goals.

### **Aims & Purpose**

#### **Introduction and Background**

*Ramsden Hall Academy* recognises that positive behaviour and good attendance are essential in order to raise standards of pupil attainment and to give every child/young person the best educational experience possible. We will consistently work towards a goal of 100% attendance but as with our student's social development and education we will personalise our approach to ensure that all students make progress with their attendance.

Ramsden Hall Academy is committed to providing a wide range of educational opportunities to all students. In order for students to benefit from these opportunities, good attendance is crucial. As a school we will track and monitor every student's attendance and challenge, support and address any problems that may arise.

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. 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 impact 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 awareness of the importance of good attendance.
- 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 *head teacher*, not the parent, who can authorise the absence.**

### **Promoting Regular Attendance**

At Ramsden Hall Academy, we believe in developing good patterns of attendance and set high expectations for 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 connections between attendance, attainment, safeguarding and wellbeing.

## Attendance Banding Appendix E

At Ramsden, we use a colour-coded attendance banding system to monitor, support, and communicate student attendance effectively. This is in line with the new DFE attendance banding using the tools on the website. This system helps ensure early intervention and recognises both excellence and concern in attendance patterns. Each band corresponds to a percentage range of attendance, approximate learning time lost, and a tailored communication and support strategy.

| Band | Attendance | Learning Lost | Colour             | Communication & Action Summary                                                                                                                       |
|------|------------|---------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11   | 95% – 100% | 0–9 days      | <b>Dark Green</b>  | Celebrate and reinforce outstanding attendance with positive messages and praise.                                                                    |
| 10   | 90% – <95% | 10–18 days    | <b>Green</b>       | Acknowledge very good attendance and encourage continued consistency.                                                                                |
| 9    | 85% – <90% | 19–27 days    | <b>Light Green</b> | Recognise good attendance while gently addressing areas for improvement.                                                                             |
| 8    | 80% – <85% | 28–36 days    | <b>Yellow</b>      | Express moderate concern, offer support and identify barriers to improvement.                                                                        |
| 7    | 75% – <80% | 37–45 days    | <b>Amber</b>       | Emphasise the need for change through meetings and personalised support plans.                                                                       |
| 6    | 70% – <75% | 46–54 days    | <b>Orange</b>      | Indicate serious risk; initiate intervention planning and weekly monitoring.                                                                         |
| 5    | 65% – <70% | 55–63 days    | <b>Red-Orange</b>  | Immediate parent engagement and attendance contracts introduced.                                                                                     |
| 4    | 60% – <65% | 64–72 days    | <b>Red</b>         | Urgent intervention with possible involvement of external agencies.                                                                                  |
| 3    | 55% – <60% | 73–81 days    | <b>Dark Red</b>    | Critical issue: activate multi-agency support and intensive planning. Learning engagement mentor will be supporting at this level.                   |
| 2    | 50% – <55% | 82–90 days    | <b>Burgundy</b>    | Nearly half of the learning is missed; requires intensive monitoring and LA engagement. Learning engagement mentor will be supporting at this level. |
| 1    | <50%       | 91+ days      | <b>Black</b>       | Persistent absence; urgent, comprehensive reintegration strategies. Learning engagement mentor will be supporting at this level.                     |

## Purpose of Banding

This structured approach:

- Recognises and rewards excellent attendance.
- Rewards improvement between bands.
- Notifies parents when students have moved down a band.
- Identifies early signs of disengagement.
- Provides clarity for staff, students, and families.
- Enables a clear escalation of support and intervention.

Each band includes tailored communication, intervention actions, and progress tracking to ensure every student has the opportunity to succeed through consistent school attendance.

**The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:**

Mr Adam Robbins,  
Assistant Headteacher  
Attendance and behaviour lead  
Ramsden Hall Academy  
Heath Road  
Ramsden Heath  
Billericay  
CM11 1HN

ARobbins@ramsdenhall.org.uk

The governor with responsibility for monitoring attendance is Brian Collins.

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

To help us all 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;
- Promote the benefits of high attendance;
- Accurately complete admission and, except 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;
- Celebrate excellent attendance by displaying and reporting individual and class achievements; Reward trips termly for 100% attendance and the attendance Lottery. With additional Band 11 trips
- Green wristbands will be issued for all green band half-termly.
- Reward good or improving attendance band; Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers if their child's attendance falls below the school's target for attendance.
- Tutor staff will receive daily emails from StudyBugs.
- Study bugs will send weekly messages about which band your child is currently in.

**Lateness**

Poor punctuality is unacceptable and can lead to irregular school attendance. 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 Ramsden Hall Academy are:**

Gates open: 8.40 am

Morning Registration starts: 9.00 am

Morning Registration closes: 9.10 am

Afternoon Registration starts: 1 pm

Afternoon Registration closes: 1:30 pm

End of the school day: 3.20 pm

AMEND ACCORDINGLY

### **How we manage lateness:**

- The school day starts at **8.40 am** when children can begin to come into school;
- Registers are taken at **9.10 am**;
- Children arriving after **10.00 am** are required to come into school via the school office. If accompanied by a parent/carers, they must sign them into our 'Late Book' and provide a reason for their child's lateness.
- At **9.30 am** 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;
- Parents are responsible for students being at the correct address and ready for collection as agreed by the Transport company.
- From time to time, a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

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 A Robbins, our attendance lead, or a member of SLT. However, 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, and, as a school, we celebrate good class and individual punctuality.

## **Understanding Types of Absence**

Any absence affects the pattern of a child's schooling, and regular absence will seriously affect their learning. 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 a child to be absent from school without a good reason constitutes an offence under the law and may result in prosecution.

Every half-day absence from school has to 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 illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

**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 the school to refer the matter to the Local Authority for penalty notices and/or legal proceedings.

**Unauthorised absence includes, however, 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
- shopping trips
- Missing Transport due to the student not being at the correct address.
- Parents not checking that their child
- looking after other children or children accompanying siblings or parents to medical appointments
- their own or family birthdays
- holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in the school applying to the local authority to issue a penalty notice, or if you have previously been issued a Penalty Notice, the school may request a direct prosecution by the local authority
- 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 persistent absences.

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.

## **Responsibilities & Expectations**

### **Ramsden Hall Academy will:**

- Regularly and accurately record student's attendance and punctuality.
- Attendance administrator Dana Stanton or in their absence Tony lane records attendance at taxi drop-off points.
- The role of tutors who receive daily emails from Study Bugs
- This is the responsibility of the office attendance team in their absence Daniella Rose our DSL will complete the Register on sims.
- When the Attendance administrator is absent the DSL Daniella Rose will log attendance on sims.
- Contact parents daily when a student fails to attend school, and no reason has been provided by an appropriate parent/carer.
- Support with any problems that are impacting on student attendance.
- Promote and reward good attendance.
- Analyses attendance figures and sets targets, reviewing systems and procedures at regular intervals to ensure that we are achieving our goals.

### **Students will:**

- Attend school regularly
- Attend all lessons

### **Parents will:**

- Ensure their child/children attend school regularly.
- Contact the school as soon as possible every day if their child is unable to attend school before 8 am. – Via Study bugs using the app or website banner.
- Provide medical evidence for their child's absence.
- Unless under exceptional circumstances plan to take their children on holiday during term time (See Holidays during Term Time).
- Inform school/tutor if for any reason they are unable to attend school.

## **Absence Monitoring, Strategies & Interventions**

- Attendance data will be regularly analysed to inform pastoral and curriculum practices. The Senior Leadership Team and the Academy Council will be informed of the data.

- Formal Fortnightly meetings will take place between the Safeguarding Lead, SLT and admin staff responsible for recording attendance. At the meetings this team will review half termly tracking sheet and actions that have taken place in regards to the attendance of individuals, set actions and strategies to improve individual and whole school attendance.
- Individual letters will be sent to parents/carers for identified students regarding attendance.
- Students with identified attendance issues will be asked to attend meetings to discuss how to improve attendance. Failing to attend the meeting or failing to engage regarding attendance may result in a referral to Local Authority which could lead to legal intervention resulting in a penalty notice, prosecution or an educational supervision order.
- Where possible necessary outside agencies will be informed and help sought to support families and individuals.
- When there is no contact/response from the parent/carers within 10 days and may report the absence to Local Authority, also the Academy may make a home visit
- Where a student is refusing to attend school, a home visit or meeting will be made to ascertain the issue and to support both the family and the student.
- Positive half term letters will be issued to students/parents with poor attendance or at risk of poor attendance to ensure there are no misconceptions regarding attendance and its impact

## **Absence Procedures**

School reception 01277 624580

Dana Stanton

[Admin@ramsdenhall.org.uk](mailto:Admin@ramsdenhall.org.uk)

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

- Student attendance is recorded by allocated staff at the Taxi drop off point (students that have boarded the previous evening will be highlighted as attended).
- Attendance is recorded on SIMS and the RHA half term termly tracking sheet (both student marks and comments).
- Parental School Communication sent to parents/carers of students with unexplained absence.
- Study bugs has been implemented in the academy to promote attendance communication between parents and carers and the academy.

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

- Contact the school through the Study bugs app as this is efficient and study bugs supports parents on the correct action for absence.
- Contact the school Reception on 01277 624580 on the first day of absence before **8.30 am**. 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
- Contact the school on every further day of absence, again before **8.30 am**
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.
- If a child has missed 5 consecutive days or 5 days during any half term a medical appointment is needed so we can support the child and parent with any absence after this point.

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

- Telephone or text 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 by 1.30 pm, 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 10<sup>th</sup> day of absence (or sooner if deemed appropriate), at which point your child will be considered to be “missing from education.”
- SIMS and the RHA half termly tracking sheet is then updated again with both attendance marks and comments.
- Attendance is communicated to Local Authority welfare for named looked after students as requested daily.
- Attendance for pathways tuition and alternative provision is reported to the attendance administrator. SIMS and RHA half-termly tracking sheet will then be updated, and parents/carers of non-attendees are contacted by telephone and our Parental School Communication System.
- A summary of the attendance procedure can be found below in Appendix 2

### **If absence continues, we will:**

- Write to you if your child's attendance is below 95%, or where punctuality is a concern
- Invite you into school to discuss the situation attendance lead and/or Head Teacher
- Create a personalised action/support plan to address any barriers to attendance
- Offer signposting support to other agencies or services if appropriate
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions

### **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 or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these 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 A for summary tables of responsibilities for school attendance.

Mr Adam Robbins  
 Assistant Headteacher  
 Attendance and behaviour lead  
 Ramsden hall Academy  
 Heath Road  
 Ramsden heath  
 Billericay  
 CM11 1HN

ARobbins@ramsdenhall.org.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 B 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, then 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.

### **Holidays during Term Time**

Permission for leave of absence for a holiday during term time must be sought from the Headteacher. Parents/carers are required to submit an 'application for student leave in term time due to exceptional circumstances form', which can be requested from the Academy or found on the Academy website. Ten working days is required for the request to be processed and approved.

An application will only be authorised if there are exceptional circumstances.

An application for leave of absence for a holiday during term time could be refused, in guidance with Government Regulations. If the student is taken out of school on holiday during term time, without prior agreement will be recorded as unauthorised and a referral to the Local Authority who may impose a fine of £160, if paid within 21 days it will reduce to £80. Should you fail to pay within the prescribed timescales, you will be prosecuted for the original offence.

### **Returning from Suspension**

Following a suspension, a reintegration meeting will be set as soon as possible on completion of the suspension or before the end of the suspension in some circumstances. Failure or inability to attend this meeting or failure to engage or reintegrate successfully may result in the pupil being marked as unauthorised until the meeting can be re-arranged. In these circumstances some individuals may be offered to work in isolation on site however, this will depend on both capacity and pupil needs.

### **Local Authority attendance support services**

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

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 B for the Essex Code of Conduct), prosecution in the Magistrates Court or the application of an Education Supervision Order, designed to strengthen parental responsibilities and ensure improved attendance.

### **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.

### **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 threeyear 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 B 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 Ramsden Hall Academy '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 their children and encourage them to write a diary while they are away.

**Deletion from Roll**

Ramsden Hall Academy *other than at the end of year 11* parents/carers are required to complete a 'Pupils moving from school' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for 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.

## **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.

## **Summary**

The school has a legal duty to publish its absence figures to parents and to promote attendance.

Equally, parents have a duty to make sure that their children attend school, on time, every day.

*All school staff and the Governing Body are committed to working with parents and pupils as this is the best way to ensure as high a level of attendance at our school as possible.*

## Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19<sup>th</sup> August 2024

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary\\_table\\_of\\_responsibilities\\_for\\_school\\_attendance\\_applies\\_from\\_19\\_August\\_2024\\_.pdf](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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p> | <p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p> | <p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p> | <p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p> |

### 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p> | <p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>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.</p> <p>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.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>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.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>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.</p> |

## Persistently absent pupils

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

## Severely absent pupils

| Parents are expected to:                                                                                                                                                                                                                                                            | Schools are expected to:                                                                                                                              | Academy trustees and governing bodies are expected to:                                                   | Local authorities are expected to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p> | <p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Continue support as for persistently absent pupils and:</p> <p>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.</p> <p>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.</p> |

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

## 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:                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p> | <p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>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.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>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.</p> <p>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.</p> |

## 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p> | <p>Know who the pupils who have, or who have had, a social worker are.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>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.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul> |

## 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p> | <p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>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.</p> <p>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.</p> | <p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p> | <p>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.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul> |

## Monitoring

| Parents:                                                                                                                                                                                                                                                                    | Schools:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Academy trustees and governing bodies:                                                                                                                                               | Local authorities:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p> | <p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p> | <p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>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.</p> <p>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.</p> |

## **Annex B**

### **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/school-attendance-and-absence/penalty-notices>



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

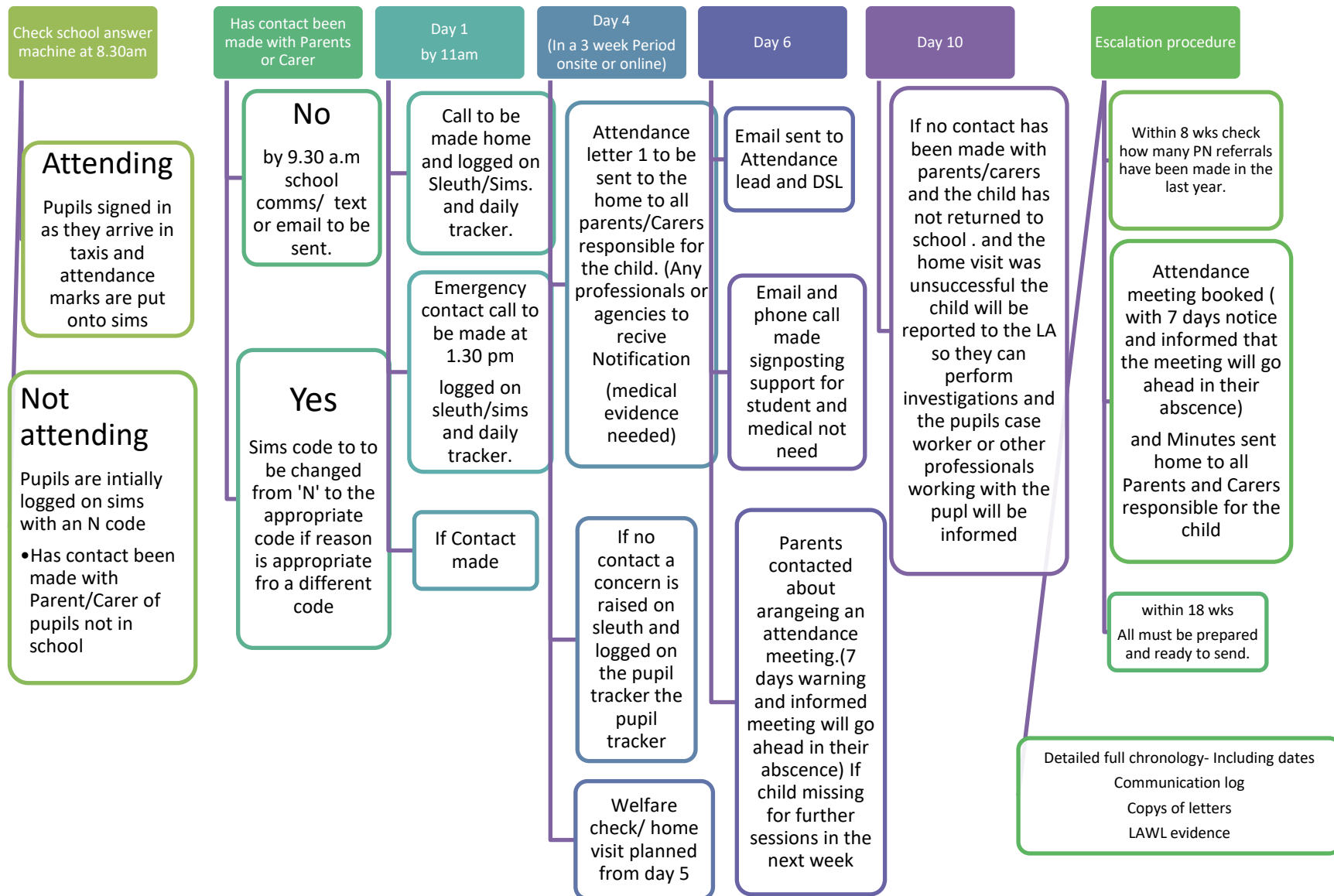
With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued for unauthorised holidays recorded by schools after 19<sup>th</sup> August 2024.

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Who may be fined</b></p> <p>Penalty Notice Fines are to each parent who allows child to be absent from</p> <p><u>For example:</u> 3 siblings for term time leave, result in each parent allowed the holiday receiving separate fines.</p> | <p><b>National Threshold</b></p> <p>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.</p> <p>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).</p> <p>For example: a 5 day holiday would meet the national threshold.</p> <p>The 10-school week period can span different terms or school years.</p> |
| <p><b>First Offence</b></p> <p>The first time a Penalty Notice issued for an unauthorised holiday the fine amount will be:</p> <p>£80 per parent, per child within 21 days.</p> <p>Increasing to £160 if between days 22-28</p>                 | <p><b>Second Offence (within 3 years)</b></p> <p>The Second time a Penalty Notice is issued for unauthorised absence the amount will be:</p> <p>£160 per parent (who allowed the holiday), per child, payable within 28 days.</p>                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Third Offence and Any Further Offences (within 3 years)</b></p> <p>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.</p> <p>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’.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **Annex D – Illness Absence Guidance**

**[DfE external document template \(childrenscommissioner.gov.uk\)](https://childrenscommissioner.gov.uk)**



## Attendance Banding – Ramsdens Positive approach.

|  |                                                      |                                                                                                                            |
|--|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|  | <b>Band 11 (0% - &lt;5%): Outstanding Attendance</b> |                                                                                                                            |
|  |                                                      | <b>Learning Lost:</b> Up to 9 days per year (~45 hours)                                                                    |
|  |                                                      | <b>Communication:</b> Positive reinforcement calls and messages to celebrate and encourage continued excellent attendance. |
|  |                                                      | <b>Actions:</b>                                                                                                            |
|  |                                                      | Commend students and parents for their commitment.                                                                         |
|  | <b>Band 10 (5% - &lt;10%): Very Good Attendance</b>  |                                                                                                                            |
|  |                                                      | <b>Learning Lost:</b> 10-18 days per year (~90 hours)                                                                      |
|  |                                                      | <b>Communication:</b> Positive reinforcement to acknowledge very good attendance.                                          |
|  |                                                      | <b>Actions:</b>                                                                                                            |
|  |                                                      | Reinforce the importance of regular attendance.                                                                            |
|  | <b>Band 9 (10% - &lt;15%): Good Attendance</b>       |                                                                                                                            |
|  |                                                      | <b>Learning Lost:</b> 19-27 days per year (~135 hours)                                                                     |
|  |                                                      | <b>Communication:</b> Positive reinforcement with a focus on maintaining attendance.                                       |
|  |                                                      | <b>Actions:</b>                                                                                                            |
|  |                                                      | Highlight the benefits of consistent attendance.                                                                           |

|  |                                                    |                                                                                                             |  |
|--|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|
|  |                                                    | Provide gentle reminders about the impact of missed days.                                                   |  |
|  | <b>Band 8 (15% - &lt;20%): Moderate Concern</b>    |                                                                                                             |  |
|  |                                                    | <b>Learning Lost:</b> 28-36 days per year (~180 hours)                                                      |  |
|  |                                                    | <b>Communication:</b> Concern and support call/message to address attendance slipping.                      |  |
|  |                                                    | <b>Actions:</b>                                                                                             |  |
|  |                                                    | Discuss any barriers to attendance with parents and students.                                               |  |
|  |                                                    | Offer support and resources to improve attendance.                                                          |  |
|  | <b>Band 7 (20% - &lt;25%): Significant Concern</b> |                                                                                                             |  |
|  |                                                    | <b>Learning Lost:</b> 37-45 days per year (~225 hours)                                                      |  |
|  |                                                    | <b>Communication:</b> Concern and support call/message emphasising the importance of addressing attendance. |  |
|  |                                                    | <b>Actions:</b>                                                                                             |  |
|  |                                                    | Arrange meetings to discuss attendance challenges.                                                          |  |
|  |                                                    | Develop a support plan to address issues impacting attendance.                                              |  |
|  | <b>Band 6 (25% - &lt;30%): Serious Risk</b>        |                                                                                                             |  |
|  |                                                    | <b>Learning Lost:</b> 46-54 days per year (~270 hours)                                                      |  |
|  |                                                    | <b>Communication:</b> Concern and support call/message to parents highlighting the serious risk.            |  |
|  |                                                    | <b>Actions:</b>                                                                                             |  |
|  |                                                    | Conduct early intervention meetings to create an improvement plan.                                          |  |

|  |                                                          |                                                                                                           |  |
|--|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|
|  |                                                          | Monitor attendance closely with weekly reports.                                                           |  |
|  | <b>Band 5 (30% - &lt;35%): Very Serious Risk</b>         |                                                                                                           |  |
|  |                                                          | <b>Learning Lost:</b> 55-63 days per year (~315 hours)                                                    |  |
|  |                                                          | <b>Communication:</b> Urgent intervention call/message to emphasise the critical nature of the situation. |  |
|  |                                                          | <b>Actions:</b>                                                                                           |  |
|  |                                                          | Arrange immediate meetings with parents to discuss urgent interventions.                                  |  |
|  |                                                          | Implement attendance contracts to formalise improvement plans.                                            |  |
|  | <b>Band 4 (35% - &lt;40%): Extreme Concern</b>           |                                                                                                           |  |
|  |                                                          | <b>Learning Lost:</b> 64-72 days per year (~360 hours)                                                    |  |
|  |                                                          | <b>Communication:</b> Urgent intervention call/message stressing the extreme concern.                     |  |
|  |                                                          | <b>Actions:</b>                                                                                           |  |
|  |                                                          | Initiate urgent meetings to address severe attendance issues.                                             |  |
|  |                                                          | Work closely with external agencies if necessary.                                                         |  |
|  | <b>Band 3 (40% - &lt;45%): Critical Attendance Issue</b> |                                                                                                           |  |
|  |                                                          | <b>Learning Lost:</b> 73-81 days per year (~405 hours)                                                    |  |
|  |                                                          | <b>Communication:</b> Urgent intervention call/message requiring immediate action.                        |  |
|  |                                                          | <b>Actions:</b>                                                                                           |  |
|  |                                                          | Develop comprehensive intervention plans with support from specialists.                                   |  |

|  |                                                               |                                                                                             |  |
|--|---------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|
|  |                                                               | Engage multi-agency support where needed.                                                   |  |
|  | <b>Band 2 (45% - &lt;50%): Almost Half of Learning Missed</b> |                                                                                             |  |
|  |                                                               | <b>Learning Lost:</b> 82-90 days per year (~450 hours)                                      |  |
|  |                                                               | <b>Communication:</b> Urgent intervention call/message emphasising high disengagement risk. |  |
|  |                                                               | <b>Actions:</b>                                                                             |  |
|  |                                                               | Implement intensive support and monitoring.                                                 |  |
|  |                                                               | Engage with local authorities for additional support.                                       |  |
|  | <b>Band 1 (&gt;=50%): Persistent Absence</b>                  |                                                                                             |  |
|  |                                                               | <b>Learning Lost:</b> 91+ days per year (~455+ hours)                                       |  |
|  |                                                               | <b>Communication:</b> Urgent intervention call/message stressing the critical urgency.      |  |
|  |                                                               | <b>Actions:</b>                                                                             |  |
|  |                                                               | Immediate action required with a focus on reintegration strategies.                         |  |
|  |                                                               | Regular reviews and updates on progress with all stakeholders involved.                     |  |

- **Monitoring & Action Steps:**
  - Use weekly reports to track attendance trends.
  - Introduce rewards for high attendance in Bands 10-11.
- **Follow-Up Strategy:**

- Review student progress every half-term.
- Maintain detailed communication logs for transparency and accountability.