

## Child Attendance (including punctuality) Policy

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11.11.2020	0.1	Scheduled Review	Internal Lead Review – Update name & logo. Update responsible names. J Bowman	DfE
03.12.2020	0.2	Scheduled Review	Board Lead Review - No changes. H Bowman	
11.12.2020	1.0	Scheduled Review	Ratification by Board	
13.10.21	1.1	Scheduled Review	Major updates following legislation changes. C Gethin.	
19.11.21	2.0	Scheduled Review	Ratified by Board	
09.12.21	2.1	New legislation	Updated items from attendance monitoring and clarifications of wording. C Gethin	DFE
10.12.21	3.0		Ratified by Board	
12.06.23	3.1	New guidance and requirements from September 2023	Title change Updated aims and introduction definitions Updated legislation list Full overhaul of roles and responsibilities - especially including LGC legal requirements for parents Strategies we use to promote good attendance added - updated	DFE

			Updated appendices with full code structure from working together. Glossary added to end - C Gethin	
13.06.23	4	Internal Review	Altered timings for schools	
30.06.23	4.1	Board Review	Ratified	
18.10.23	5	Board review in light of DFE expectations.	Ratified at Directors meeting 29.9.23	LA code of conduct
23.7.24	6	Update in the light of new statutory guidance and audit summer 2024	Email ratification so it can be circulated to parents with new guidance	<a href="https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf">https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024 .pdf</a> DFE working together to improve attendance.

## **1. Notes**

**1.1** Throughout this policy the term ‘parent’ refers to all adults or carers with either

- Parental responsibility (appendix A) or
- Responsibility for the day-to-day care of the child.

**1.2** Throughout this policy the term ‘attendance’ may also refer to absence and punctuality (lateness)

**1.3** Abbreviations used throughout this policy

CEO Chief Executive Officer

CME Child Missing in Education

DFE Department for Education

DSL Designated Safeguarding Lead

EAL Children with English as an Additional Language

EHCP Educational Health Care Plan

FSM Free School Meal children

IHCP Individual Health Care Plan

LA Local Authority

LAC Looked after children (a child is looked after by LA if he or she is in their care or if he or she is provided with accommodation for a continuous period of more than 24 hours)

PLAC Previous looked after child

PA Persistent absence (attendance less than 90%)

PP Child Premium

PPOE Child Missing Out on Education

SA Severely Absent (attendance less than 50%)

SEND Special Educational Need/Disability

SENDSCO Special Educational Needs/Disability Coordinator

PWSW Children with a Social Worker

#### 1.4 Other documents and legislation which relate to this policy include:

- Working Together to Improve School Attendance – Department for Education August 2024.
- Providing Remote Education – Department for Education January 2023.
- Summary of responsibilities where a mental health issue is affecting attendance - Department for Education February 2023.
- Equality Act 2010.
- UN Convention on Rights of The Child 1992.
- Education Act 1996.
- Keeping Children Safe in Education - Department for Education 2024.
- Children Missing in Education - Department for Education 2016.
- Ensuring a good education for children who cannot attend school because of health needs - Department for Education 2013.
- Education (the pupil Registration) (England) Regulations 2006.
- Education (the pupil Registration) (England)(Amendment) Regulations 2013.
- Education (the pupil Registration) (England) (Amendment) 2012 & 2013.
- Education (School Attendance Targets) (England) Regulations 2007.
- Education (School Attendance Targets) (England) (Amendment) Regulations 2010.
- Safeguarding Policy.
- Behaviour Policy.
- Special Needs/Inclusion Policy/Core Offer.
- Supporting Children with Medical/Additional Health Needs Policy.
- Pupil Premium Strategy.
- Complaints Policy.

1.5 This policy applies to all schools within TSSMAT.

## **2. Principles and Ethos**

### **2.1 Excellent school attendance, high expectations and future prospects**

TSSMAT considers excellent school attendance as paramount to children achieving their full potential and therefore, enhancing lifelong outcomes. It is central not only, to academic attainment but in developing socially, morally, ethically and in enhancing well-being. It is with this in mind, that we set expectations of excellent attendance for all of our children.

Evidence shows children with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.

Excellent attendance is a learned behaviour. Therefore, we place equal importance on high attendance and excellent punctuality to all our children, including those who are not of statutory school age (Appendix B).

We believe that excellent attendance and punctuality in the early years of school develops and establishes attitudes towards school attendance which impacts on future school attendance and ultimately academic success and social and emotional well-being. Similarly, excellent attendance and punctuality post 16 establishes and develops attitudes towards attendance in the workplace and thus lifelong achievements.

Therefore, each child enrolled in any one of our schools is expected to attend every day, on time so that they can achieve their full potential. We monitor and manage attendance and punctuality across all year groups according to this policy and statutory guidance. It is acknowledged however, that parents of children who are not of statutory school age cannot be subject to legal processes if their child has poor school attendance.

Department for Education – ‘Working together to improve school attendance’ Aug 2024

**The children with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.** At KS2, children not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of children not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, children not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. The overall absence rate of children not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

For the most vulnerable children, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)

## **2.2 Attendance is everyone’s responsibility**

Securing excellent school attendance and promoting the importance of such, is the responsibility of the whole school community. This includes, but is not limited to TSSMAT CEO and Board, Headteachers as attendance champion, school staff (teaching and support), governors, parents, carers and the children themselves. Each school ensures that each member of the school community understands their attendance roles and responsibilities, receives the relevant training required to support excellent attendance and is consistent in their communication with parents and children.

Each school has a named senior leader responsible for the strategic lead of attendance known as the Attendance Champion and a named link governor.

### **2.2.1 Specific Responsibilities**

**CEO and Trust Board** – including but not limited to

- Recognising the importance of school attendance and promoting it across the school’s ethos and policies.
- Setting high expectations of all leaders, staff, children and parents.
- Recognising that excellent attendance is embedded in the child well-being, positive school experiences, behaviour management, safeguarding, engaging curriculums and an enriched wider curriculum, quality teaching and learning and a support first approach.
- Ensuring school leaders fulfil expectations and statutory duties, and that the schools’ attendance management processes are delivered effectively.
- Ensuring that processes to support the child cohorts with historically low attendance are effective.
- Regularly reviewing attendance data, discussing and challenging trends, and helping school leaders focus improvement efforts on the individual children or cohorts who need it most.
- Ensuring school staff receive adequate training on attendance.
- Sharing effective practice on attendance management and improvement across schools.
- Providing support, challenge and accountability to the Governors and Headteacher regarding attendance across the Trust.
- Having an understanding of the attendance trends across the Trust and the actions in place to improve/sustain high attendance including for vulnerable groups.
- Having an understanding of Trust attendance performance in comparison to national averages and progress towards targets.
- Receiving regular reports on an attendance from the Trust Strategic Attendance Manager.
- Ensuring staff receive adequate attendance training.

**Governing Bodies and Link Governors** – including but not limited to

- Providing professional support, challenge and accountability to the Headteacher/ School Attendance Champion regarding attendance
- Having an understanding of the attendance trends across the school and the actions in place to

improve/sustain high attendance including for vulnerable groups.

- Having an understanding of school attendance performance in comparison to national averages and progress towards targets.
- Receiving regular reports on an attendance from the Headteacher/School Attendance Champion.
- Work with the Head Teacher/School Attendance Champion to set goals or areas for improvement.
- For schools struggling with attendance, work with leaders to develop an attendance action plan.
- Ensuring the consistent implementation of this policy and that it does not discriminate on any grounds.
- Handling any complaints regarding this policy in line with the school's complaint procedures.
- Setting high expectations of all leaders, staff, children and parents.
- Ensuring staff receive adequate attendance training.

**Headteacher and School Strategic Lead for Attendance (Attendance Champion)** – including but not limited to and in addition to those detailed above

- Ensuring the day-to-day implementation of this policy and attendance management procedures.
- Ensuring all staff, parents, carers and children are aware of the school's attendance expectations.
- Monitoring attendance data and identifying trends (including for vulnerable groups and individual children).
- Developing, implementing and reviewing strategic approach and action plans to address areas of development/improving attendance.
- Monitoring the impact of attendance interventions.
- Ensuring the effective deployment of resources to promote excellent attendance across the school, vulnerable groups and for individual children.
- Ensuring the accurate and timely reporting of attendance data to the CEO and Governors.
- Ensuring that relevant staff with key responsibilities (eg PP, EAL, SENDCOs, Heads of year etc) are aware of attendance performance and are accountable for excellent attendance within their areas of responsibility.
- Communicating with children and parents regarding attendance.
- Ensuring that parents are aware of their legal duty to ensure that their child attends school regularly to facilitate their child's legal right to a full-time education.
- Informing the LA of CME, PPOE and children being deleted from the admissions register.

**Parents/Carers**– including but not limited to

- Providing up to date and accurate contact information.
- Providing the school with more than one emergency contact.
- Ensuring that their child(ren) attend school regularly and have excellent school attendance.
- Informing the school of their child's absence on the first day of absence.
- Keeping in regular contact with the school during a period of absence.
- Contacting the school for support if school attendance/punctuality is a challenge .

**Children** – including but not limited to

- Attending lessons and off-site activities as arranged by the school.
- Being punctual to lessons.
- Talking to an adult in school if they find attending school/being punctual a challenge.

### 2.2.2 The law on school attendance

Parents have a legal responsibility to make sure that their child receives an education at school or by education otherwise than at 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.

**2.2.3** Both parents, with parental responsibility, are equally liable for ensuring that their child attends school regularly and on time, regardless of who the child resides with or who is the main carer. Therefore, they may both be contacted when deemed necessary in managing attendance and punctuality. Similarly, where it is necessary to enforce statutory action (such as issuing of Fixed Penalty Notices) both parents may be liable.

### **2.3 Attendance is integral and linked to all aspects of school life**

Schools in TSSMAT promote excellent attendance in the first instance, by ensuring that children and their families are provided with an environment where they feel safe, included, valued, supported and are inspired by an accessible and innovative curriculum. We recognise that excellent attendance is integral to the school's ethos and culture and that approaches to the curriculum, behaviour management, well-being, inclusivity and attendance are all inextricably linked and impact upon one another.

### **2.4 Culture of support and inclusivity**

Where there are concerns about a child's attendance or attendance is a challenge, it is our aim to work with our children and their families in a supportive manner to improve attendance by removing any barriers. TSSMAT and our schools recognise the importance of building strong relationships with our children and their families and that securing excellent attendance is embedded in a calm, orderly, safe and supportive environment where children are keen and ready to learn.

Where a child has a medical condition (physical, emotional or mental health need), a disability, a special educational need or indeed any other factor which may present a barrier to attendance, we uphold our expectation of excellent attendance. We endeavour to work with these children and their families, taking into account their individual needs, in order to make reasonable and supportive adjustments to facilitate excellent school attendance.

Where parents are facing challenges in getting their child to attend school they should contact the school in order to seek support and resolve any potential underlying issues so that attendance can be improved. We seek to empower older children by encouraging them to speak to a trusted adult in school, should they have concerns about attending school or wish to improve their school attendance.

Offering bespoke, individual support, encouragement and making reasonable adjustments to facilitate excellent school attendance, for those facing challenges or overcoming barriers, is always our priority.

### **2.5 Use of resources**

As part of our commitment to promoting excellent school attendance, schools ensure that attendance support and improvement is appropriately resourced. This may include both financial (for example, effective use of the child premium funding) and human (deployment of senior leaders, attendance and pastoral staff, external agencies and professionals) resources.

### **2.6 Celebrating and incentivising excellent and significantly improved attendance**

Each school has individual ways of promoting and incentivising excellent and significantly improved attendance. All schools will demonstrate the benefits of excellent school attendance throughout school life (for example, through displays, assemblies, registration periods and where appropriate through praise and reward to year groups, classes and individual children).

### **2.7 Our commitment**

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Developing a culture of connectedness and inclusivity.
- Ensuring that barriers to attendance are identified for children experiences attendance challenges (including those with SEND, disabilities and physical and mental health needs) and that reasonable adjustments are made to overcome any such barriers.
- Developing an exciting, enriched and engaging curriculum.
- Ensuring that our schools are calm, safe and welcoming environments where children are keen and ready to learn.
- Intervening early and working with other agencies to ensure the health and safety of our children.
- Building strong relationships with families to not only overcome barriers to attendance but to promote excellent attendance in the first instance.

- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set out in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and children.
- Regularly monitoring and analysing attendance and absence data to identify children or cohorts that require more support.
- Working across schools, MATS and LAs to share expertise and collaborate on interventions.

### **3. Definition of excellent attendance and categories of absence**

We aim for ALL our children's attendance to be in line or above national averages - **no more than 6 days absence in any one year.**

<b>97% and above</b>	<b>95% to 97%</b>	<b>Less than 95%</b>	<b>Less than 90%</b>	<b>Less than 50%</b>
<b>Excellent</b>	<b>Good</b>	<b>Concerning</b>	<b>Persistent Absence/Critical</b>	<b>Severely Absent/Critical</b>
<b>No more than 6 days/12 sessions absent in a year</b>	<b>No more than 10 days/20 sessions absent in a year</b>	<b>More than 10 days/20 sessions absent in a year</b>	<b>19 days/38 sessions or more absent in a year</b>	<b>95 days/190 sessions or more absent in a year</b>

**Days off school add up to lost learning**

**175 NON SCHOOL DAYS A YEAR**

175 days to spend on family time, visits, holidays, shopping,  
household jobs and other appointments

### Lost Learning

*Surely 1 or 2 days absent a week doesn't seem much but this is how it is..*

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

*If your child is late 10 minutes a day - surely that won't matter or affect my child..*

Only missing just..	That equals..	Which is...	Over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1 hour 40 minutes per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

- 1 day = 2 sessions.
- There are 365 days in a year, children should attend 190 days – every day school is open.
- Being late (after the registers have closed) counts as an absence.

#### **4. Authorised and unauthorised absence from school**

The law on school attendance and the right to a full-time education. 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 school or being given permission for an absence in advance from the school.' Department for Education – 'Working together to improve school attendance' Aug 2024

Absence from school falls into 2 categories – authorised and unauthorised. Only the school can authorise an absence, not parents or carers.

An **authorised absence** is where:-

- 1) A child is too ill to attend school (as per UK Health Security Agency guidance – see appendix D) and
  - After a period of 5 days medical evidence has been provided.
  - For a child who has already been absent from **school for 6 days or more** and medical evidence is provided.
  - Medical evidence is provided for absence immediately before or after a period of school holiday.
  - Medical evidence is provided where there is a regular pattern to illness absence.
- 2) Evidence is provided for exceptional medical appointments.
- 3) The absence is unavoidable and exceptional.
- 4) A leave of absence for exceptional circumstances has been granted by the school.



An **unauthorised absence** is where:-

- 1) The school considers that the the child was well enough to attend school but did not (for example the reason for illness absence is not listed by UK Health Security Agency guidance.
- 2) Medical evidence is not provided for an illness absence of **school for 6 days or more.**
- 3) Medical evidence is not provided for a child who has already been absent from **school for 6 days or more.**
- 4) Medical evidence is not provided for illness absence immediately before or after a period of school holiday.
- 5) Medical evidence is not provided where there is a regular pattern to illness absence.
- 6) The school considers that the absence was not unavoidable or exceptional.
- 7) A leave of absence request is declined but still taken (this includes holidays in term time).
- 8) Reasons for absence have been falsified.

Further details of authorised and unauthorised absence can be found in appendix C.

#### **4.1 Illness (physical and mental)**

All children should attend school unless they are too ill to do so. Illness may be either a physical illness or a mental health/emotional wellness issue. However, illnesses may not mean a child cannot attend school. Schools and parents are asked to refer to UK Health Security Agency guidance found in appendix D.

Where a child requires medication throughout the school day to enable them to attend school parents/carers should liaise with the school who may make suitable arrangements in line with the school's 'Administration of Medication Policy'. If there are circumstances affecting a child's health and ability to attend school parents/carers should again liaise with the school so that reasonable adaptations can be made (for example, in hay fever seasons it is not necessary to keep a child at home when school may be able to make adaptations).

Where a child has significant health or medical needs schools may develop a personalised 'Health Care Plan' which it will implement to ensure that the child continues to have excellent school attendance.

Schools should authorise absences due to illness unless they have genuine cause for concern about the veracity of an illness. If the authenticity of illness is in doubt, schools can request parents to provide medical evidence to support illness. Schools can record the absence as unauthorised if not satisfied of the authenticity of the illness but should advise parents of their intention.

Medical evidence is required for periods of absence due to illness of **6 days** or more. Medical evidence for any absence due to illness may be required for children who have already been absent from school for **6 days or more**, regardless of the reasons for previous absence.

Medical evidence can take the form of prescriptions, appointment cards, etc. rather than doctors' notes.

All children should return to school as soon as they are well enough.

##### **4.1.1 children too ill to attend school and the local authority**

Where it is clear that the child will be away from school for **15 days** or more, whether consecutive or cumulative, the local authority must arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education. – DFE 'Ensuring a good education for children who cannot attend school because of health needs. Statutory guidance for local authorities' January 2013.

#### **4.2 Other absences**

There are very few circumstances where other absences from school will be authorised.

#### 4.2.1 Medical appointments

Parents and carers are asked to make routine medical, dental and opticians outside the school day. Parents will be asked to provide evidence of medical appointments which fall inside the school day.

#### 4.2.2 Hospital appointments

Parents will be asked to provide evidence of hospital appointments which fall inside the school day. Parents should avoid taking the child out for the entire school day for an appointment when it is practical for them to attend for part of the day. If the school considers that the child could have attended for part of the day but is absent for the whole day a proportionate unauthorised absence will be recorded.

#### 4.2.3 Requests for leave of absence – exceptional circumstances

Requests for leave in exceptional circumstances should be made at **least 2 weeks in advance** of the event and in writing using the Leave of Absence Request Form given in appendix E. Retrospective approval for absence cannot be granted. Parents do not have the right of appeal if a request for a leave of absence is declined, the Headteacher's decision is final.

Leave of absence will **NOT** be granted for children who have already been absent from school for **6 days or more**, regardless of the reasons for previous absence.

Leave of absence will **NOT** be granted for children when the requested leave of absence will mean that they have an absence amounting to **6 days or more**.

Leave of absence will **NOT** be granted during periods of public examinations or internal school assessments.

Leave of absence will **NOT** be granted for holidays during term time regardless of circumstances.

Where leave of absence is **NOT** authorised and parents decide to take children out of school despite the school's decision, absence will be recorded as unauthorised and subject to a fixed penalty notice (fine).

If the school grants a leave of absence request and subsequently obtains evidence that indicates an application was falsified, the school reserves the right to amend the child's attendance records to record the absence as unauthorised and apply for the issuing of a fixed penalty notice.

Where a child fails to return to school after an agreed period of leave of absence, absence will be recorded as unauthorised, a fixed penalty notice (fine) requested and they may be reported to the Local Authority as 'A Child Missing in Education' and potentially lose their place at the school.

See Grounds for Deleting a child from the school register – DFE – 'Working Together to Improve School Attendance' Aug 2024.

Circumstance	Number of Days which may be authorised	<p><b>Additional Notes</b></p> <p><b>All requests MUST be made in writing, 2 weeks in advance using Appendix E</b></p> <p>Leave of absence will <b>NOT</b> be granted for children who have already been absent from school for <b>6 days or more</b>, regardless of the reasons for previous absence.</p> <p>Leave of absence will <b>NOT</b> be granted for children when the requested leave of absence will mean that they have an absence amounting to <b>6 days or more</b>.</p>
Religious Observance	1 day in any one academic year	<ul style="list-style-type: none"> <li>additional days for travelling abroad will <b>NOT</b> be authorised and will be subject to a fixed penalty notice</li> </ul>

Circumstance	Number of Days which may be authorised	Additional Notes <b>All requests MUST be made in writing, 2 weeks in advance using Appendix E</b> Leave of absence will NOT be granted for children who have already been absent from school for <b>6 days or more</b> , regardless of the reasons for previous absence. Leave of absence will NOT be granted for children when the requested leave of absence will mean that they have an absence amounting to <b>6 days or more</b> .
Family Celebration	2 days in any one period of absence  Maximum of 4 days in any one academic year	<ul style="list-style-type: none"> <li>additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice</li> </ul>
Family Emergency/Compassionate Leave	2 days in any one period of absence  Maximum of 4 days in any one academic year	<ul style="list-style-type: none"> <li>additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice</li> </ul>
Participation in a sporting event – <b>competing at a national level or above only</b>	Maximum of 4 days in any one academic year	<ul style="list-style-type: none"> <li>additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice</li> </ul>
Gypsy/Roama and Traveller Absence	NA but only travel for occupational circumstances	<ul style="list-style-type: none"> <li>Absences will not be granted for any other reasons other than occupational circumstances</li> </ul>

Schools are under no obligation to provide work for children who are absent from school, unless parents/carers have received a licence from the LA for their child to take part in sporting/arts/theatre events as part of professional organisation, as detailed above.

Remote learning for children unable to attend school will only be provided in exceptional circumstances for a short period of time and as part of transition back into school full time.

Further information about authorised and unauthorised absences can be found in Appendix C.

## **5.0 Day to Day Procedures**

### **5.1 Admissions register**

All children are placed on an admissions (school roll) and attendance register. The admissions register must include specific information (Appendix F).

#### **5.1.2 Expected first day of attendance**

Children (both compulsory and non-compulsory school age) must be entered on the admissions register on the first day they are expected to attend as agreed by the person with control of the children's attendance. If no start date has been agreed children will be entered on the register on the first day they attend. If the child fails to attend on the expected first day of attendance the school must strive to locate the child and establish the reason for not attending.

It should be noted that an offer of a place is not an agreement. Before the child is registered at the school the parent (or prospective child if over compulsory school age) must have accepted the offer of a place.

When a child is added to the admissions register (other than at the usual transition points, for example, children who are registered at secondary school at the start of year 7) the school must notify the LA within **5 days**.

### **5.1.3 Deletion of a child from the admissions register (removal from school roll)**

There are specific circumstances where a child may be removed from the admissions register (school roll) (Appendix G).

## **5.2 Attendance Registers**

Schools must take an attendance register at the start of each morning session and once during the afternoon session. The school uses (currently Integris or SIMS but is moving to Arbour in 2025) information management system to ensure the accurate recording of attendance information, the ease of data analysis and sharing.

Attendance registers are legal documents and must be preserved for a period of **6** years.

The school will use the national attendance codes (Appendix C) to ensure attendance and absence are recorded in a consistent way.

Attendance registers should not be amended or altered unless the reason for absence is established after the register has closed. Any amendments to the register will include the original entry, the amended entry, the reason for amendment, the date of amendment and the name and role of the person who made the amendment.

Schools must include specific information in attendance registers (Appendix F).

### **5.2.1 Morning Registration**

The school gates open to welcome children at: 8.43 am for all schools and close at 8.55 am which is 5 minutes before class registration closes. Children arriving after the gates have closed should report to the school office to be signed in by a parent/carer with a reason for lateness given and recorded. Children who are late, after 9.00am will be marked as late before the register closes (L code). Morning registration is open from 8.45 am - 9.00 am. Children arriving after formal registration closes at 9.15 am will be marked as late after register closes (U code). This is an unauthorised absence and negatively impacts a children's attendance percentage. Any child arriving between 8.55 and 9.15 am are late and will be coded as such.

### **5.2.2 Afternoon registration**

Afternoon registration is open for 15 minutes directly after lunch finishes, this time is different in each school. Whilst this is a rare occurrence in our schools, children arriving after registration closes (30 minutes at the end of lunch), will be marked as late after register closes (U code). This is an unauthorised absence and negatively impacts a children attendance percentage.

### **5.2.3 Leaving the premises during the school day**

Parents/carers should attend the school office giving the time and reason for leaving the premises during the school day - paying attention to leave of absence requirements.

## **5.3 Notifying the school of a child's absence**

Parents/carers must notify the school office on the first day the child is unable to attend school by 9am or as soon as practically possible.

Parents must give detailed reasons for absence. For example, 'child has scarlet fever or been sick etc' rather than just 'unwell/poorly'.

Where a child (including those of non-statutory school age) is absent from school and parents/carers have not contacted the school to inform them of the reason for absence the school will record an unauthorised absence and follow safeguarding procedures to ascertain the reason for absence and whereabouts of the child. This may involve the school making contact with parents and other named contacts on record. If by the third day of absence no contact has been made the school will carry out a home visit and report the absence as a safeguarding concern or to the police.

Where there are pre-existing concerns about the safety or wellbeing of a child the school may carry out a home visit on the first day of absence. Where there are serious concerns about the safety and wellbeing of a child whose reason for absence is not known the school may contact the police, local authority or social services.

In order to carry out safeguarding responsibilities, when a child is absent from school for more than 5 days (regardless of the reason for absence) a member of school staff will be required to carry out a 'safe and well' check on the child. The member of staff must have seen the child, in order to ascertain their safety. This could involve a home visit, virtual check in or the child briefly visiting the school. 'Safe and well' checks must be carried out regardless of the reasons for absence and will include children who are attending alternative provision, absent due to long term illness and have taken unauthorised holiday. When these checks cannot successfully be carried out the school may report the absence as a safeguarding concern or report the child to the Local Authority as missing in education or to the police.

## **6. Supporting Attendance and Punctuality**

The Trust and our schools set high expectations of excellent attendance for all children. We strive to work with children and families in a supportive manner to remove any barriers to excellent attendance and punctuality, endeavouring to make mutually agreeable and reasonable adjustments and implement interventions to support this approach.

### **6.1 Attendance Intervention**

In order to ensure the school has effective procedures for managing attendance and absence the school and trust will follow a 'Graduated Response' (Appendix I and J). School may also:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence that the escalation procedures work.
- Consider if an Early Help Assessment is appropriate.
- Attend or lead attendance reviews in line with escalation procedures and develop an Attendance Support Plan/Contract.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
  - Sending letters to parents.
  - Engaging with LA attendance teams.
  - Using fixed penalty notices.
  - Arranging attendance support meetings.

### **6.2 Working with parents to improve attendance**

All children and parents/carers are urged to contact the school if they feel that they are facing any such challenges. Parents should contact their Headteacher in the first instance.

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with children and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with children and their families to support attendance, e.g. social services.

The school will ensure that there are two sets of emergency contact details for each child wherever possible to ensure the school has additional options for getting in touch with adults responsible for the child where the child is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the Headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, Headteachers will work collaboratively with the child and their parents to improve attendance by addressing the specific barriers that prevent the child from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for the child's absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the child's experience in school, e.g. bullying, Headteachers and any relevant school staff, e.g. the DSL and SENDCO, will work together to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the the child's family, Headteachers will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

### **6.3 SEND and health-related absences**

We recognise that children with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support children who find attending school difficult.

In line with the SEND Policy and Supporting Children with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for children with disabilities to reduce barriers to attendance, in line with any EHCP plans or IHCPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that the child's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about the child that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All children will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a child is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if the child is likely to be away from the school for more than **15** school days.
- Provide the LA with information about the child's needs, capabilities and programme of work.
- Help the child reintegrate at school when they return.
- Make sure the child is kept informed about school events and clubs.
- Encourage the child to stay in contact with other children during their absence.

The school will implement an Attendance Support Plan to help any children with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the child is attending school as normal and there has been signs of significant improvement.

### **6.4 Persistent absence PA (attendance less than 90%)**

The school aims to prevent any child being persistently absent from school by promoting excellent attendance for all children and providing early support prior to high levels of absence being reached.. The child will reach a level of persistent absence if they are absent from school for 19 days/38 sessions or more in an academic year.

There are various groups of children who may be vulnerable to high absence and PA, such as:

- Children in need.
- LAC.
- Young carers.
- Children who are eligible for FSM.
- Children with EAL.
- Children with SEND.
- Children who have faced bullying and/or discrimination.

The school will ensure it provides support to children at risk of PA, in conjunction with all relevant external authorities, including the LA, where necessary.

The school will use a number of methods to help support children at risk of PA to attend school. These may include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the child and their parents to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and assess the impact of support.
- Making regular contact with the child's parent/s to discuss progress.
- Assessing whether an EHCP plan or IHCP may be appropriate.
- Considering whether an Early Help Assessment may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on children who are severely absent (attendance less than 50 %) and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these children are facing.

Where the child at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the child in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

### **6.5 Legal intervention**

The school will allow sufficient time for attendance interventions and engagement strategies to improve children's attendance; however, where engagement strategies to improve attendance have not had the desired effect or parents fail to engage in the support being offered, the Headteacher will consider statutory action. This may involve requesting the LA to issue a fixed penalty notice (fine); referring to the LA for prosecution as a final resort and referring to children's social care where there are safeguarding concerns.

#### **National Threshold for Penalty Notices SUMMARY ONLY**

**For full details please also refer to 'Working Together to Improve School Attendance' DFE Aug 2024.**

A penalty notice can be issued to each parent liable for the offence.

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

If in an individual case the LA (or other authorised officer) believes a penalty notice would be appropriate, they retain the discretion to issue one before the threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events.

The first penalty notice issued to a parent in respect of a particular child will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days. A second penalty notice issued to the same parent in respect of the same child is charged at a flat rate of £160 if paid within 28 days. A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national

threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

There is no right of appeal by parents against a penalty notice.

### **Other forms of legal intervention**

Other forms of legal intervention include Education Supervision Orders and prosecution, parenting orders.

Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

### **7.0 Monitoring and analysing attendance and punctuality**

The Attendance Champion in each school will monitor and analyse attendance data **weekly** to ensure that intervention and support is delivered quickly to address attendance issues.

The school will collect and report attendance data to the CEO, Governors, School's Senior Leadership Team, lead professionals for vulnerable groups (e.g PP, SENDCO, EAL, PWSP, LAC and PLAC, Heads of year etc) at least half-termly. The CEO will in turn collect and report attendance data to the Trust Board at least termly.

Data collected and analysed will include data for attendance, persistent absence and severe absence:

- The school cohort as a whole.
- Individual year groups.
- Children from vulnerable groups – PP, FSM, SEND, EHCP, EAL, PWSW, LAC, PLAC.
- Any other groups deemed to be at risk of poor attendance.

The School Attendance Champion and the CEO will conduct thorough analysis of the data half-termly, termly and annually to identify patterns and trends of individuals or groups of children needing support/intervention. Analysis is then used to develop and implement action plans/interventions to improve attendance.

Analysis will also include identification of:

- Types of absence (codes).
- Patterns in days of absence.
- Lessons which have poor attendance.
- Barriers to attendance.

Attendance data will be benchmarked against national data. The CEO visits each school within the Trust at least termly to review attendance data, analysis, trends, impact of intervention and progress towards targets.



Schools are required to share information from their attendance registers with the local authority and the [DFE](#).

Schools will also inform the child's social worker or youth offending team if there are concerns regarding a child's attendance.

### **8.0 Children missing in education**

Where a child has been absent from school for a period of **20** consecutive school days without authorisation or has not returned within **10** days after an authorised absence the child can be removed from the admissions register when the school and LA have failed to establish the whereabouts of the child.

### **9.0 Reduced timetables (phased return)**

In very exceptional circumstances, placing the child on a reduced timetable may be used as a strategy to support the child who is finding attending school a challenge. The use of part time or reduced timetables are used as a short-term measure to ensure the successful return to full time education. The decision to place the child on a reduced timetable must be approved by the school's Attendance Champion and Headteacher.

A part-time timetable should:

- Have the agreement of both the school and the parent with whom the child normally resides.
- Have a clear ambition and be part of the child's wider support, health care or reintegration plan.
- Have regular review dates which includes the child and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the child, after which the child is expected to attend full-time, either at school or alternative provision.

Where the child has a social worker, the school is expected to keep them informed and involved in the process.

If the child has an EHCP, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

These children should also be reported to the LA.

### **10.0 Flexi-schooling and home education**

Parents are within their rights to make requests for flexi-schooling arrangements or to home educate their children. Any such requests should be discussed with the Headteacher. However, it is the ethos of TSSMAT that children are best placed to learn in school and therefore requests for flexi-schooling arrangements will not be granted and home education discouraged.

### **11.0 Summary**

TSSMAT and its schools are committed to promoting excellent school attendance for all its children (both of statutory and non-statutory school age). We are also committed to working in a collaborative and supportive manner with children, families, external agencies and other schools and Trusts to support excellent attendance.

## **Appendix A: Definition of parental responsibility**

Taken from [Parental rights and responsibilities: Who has parental responsibility - GOV.UK \(www.gov.uk\)](https://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility)

### **Who has parental responsibility**

A mother automatically has [parental responsibility](#) for her child from birth.

A father usually has parental responsibility if he's either:

- married to the child's mother.
- listed on the birth certificate (after a certain date, depending on which part of the UK the child was born in).

You can [apply for parental responsibility](#) if you do not automatically have it.

### **Births registered in England and Wales**

If the parents of a child are married when the child is born, or if they've jointly adopted a child, both have parental responsibility.

They both keep parental responsibility if they later divorce.

### **Unmarried parents**

An unmarried father can get parental responsibility for his child in 1 of 3 ways:

- jointly registering the birth of the child with the mother (from 1 December 2003).
- getting a parental responsibility agreement with the mother.
- getting a parental responsibility order from a court.

### **Births registered in Scotland**

A father has parental responsibility if he's married to the mother when the child is conceived, or marries her at any point afterwards.

An unmarried father has parental responsibility if he's named on the child's birth certificate (from 4 May 2006).

### **Births registered in Northern Ireland**

A father has parental responsibility if he's married to the mother at the time of the child's birth.

If a father marries the mother after the child's birth, he has parental responsibility if he lives in Northern Ireland at the time of the marriage.

An unmarried father has parental responsibility if he's named, or becomes named, on the child's birth certificate (from 15 April 2002).

### **Births registered outside the UK**

If a child is born overseas and comes to live in the UK, parental responsibility depends on the UK country they're now living in.

### **Same-sex parents**

#### **Civil partners**

Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, e.g. donor insemination or fertility treatment.

#### **Non-civil partners**

For same-sex partners who are not civil partners, the 2nd parent can get parental responsibility by either:

- [applying for parental responsibility](#) if a parental agreement was made.
- becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth.

### **Appendix B: Definition of statutory (compulsory) school age**

Children must get an education between the school term after their 5th birthday and the last Friday in June in the school year they turn 16.

5 years old - Your child is of "compulsory school age" on the 1st January, 1st April or 1st September following their 5th birthday. Children becoming **5 years old** between 1st January and 31st March are of compulsory school age at the beginning of the term after 1st April.

Notes: We manage attendance for all children the same regardless of their age. This includes using the same register coding for attendance and absence.

### **Appendix C: SUMMARY ONLY Authorised and unauthorised absences and register coding**

For full details please also refer to 'Working Together to Improve School Attendance' DFE Aug 2024.

#### ATTENDING SCHOOL CODES

- \ present morning/afternoon.
- L late before register closes.
- K attending provision arranged by LA.
- V educational visit (arranged by or on behalf of the school).
- P sporting activity (arranged or approved by the school and supervised by a person with skills, knowledge and training approved by the school).
- W work experience (approved by the school and/or LA).
- B other approved educational activity (arranged or approved by the school and supervised by a person with skills, knowledge and training approved by the school).
- D dual registered.

NB: Schools have safeguarding and welfare responsibilities for children attending off site activities and provision.

#### AUTHORISED ABSENCE CODES

- C1 regulated performance (where appropriate licence has been obtained).
- M medical appointment (for minimum amount of time necessary).
- J1 interview (e.g. for admission to another school or for employment).
- S study leave (year 11 only after exam syllabus is completed).
- X non statutory school age – only when not timetabled to attend.
- C2 agreed reduced table - only for session agreed not to attend.
- C agreed leave of absence exceptional circumstances and pregnant children.
- T family travelling for purpose of trade.
- R religious observance.
- I illness – too ill to attend school (not hospital, dentist, medical appointment).
- E suspended or permanently excluded and no alternative provision made.

#### UNAUTHORISED ABSENCE CODES

- G holiday.
- N no reason established (after 5 days change N codes to O if reason still not obtained).
- O unauthorised other.
- U late after register closes.

#### ADMINISTRATION CODES

- Z – prospective the child not on register.
- # planned school closure (weekends, holidays, INSET days, polling station).

#### **Appendix D: Too ill to attend school**

The following are the only reasons listed by the DFE where illness will be authorised. Please note, sickness and diarrhoea: if it is due to food that has made them ill or your child has had little sleep, been over excited etc. which has made them sick then **they do not need to have 48 hours off**. It is where there is a potential ‘bug’ which could be caught by their peers and staff that they need to remain off school for this time.

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

<https://www.gov.uk/government/publications/infectious-diseases-schools-and-other-childcare-settings/how-long-should-you-keep-your-child-off-school-checklist-poster-text-version>

### Appendix E: Request for Leave of Absence

Request for Leave of Absence		
To be made to the Head Teacher -at least <b>2 weeks</b> in advance of date of requested absence		
Name of School:	Name of the child:	
Class:	Year Group:	
Dates of planned absence:	From:	To:
Confirmed date of return to school:		
Reason for Request (continue overleaf if necessary):		
Name of Sibling		Name of Sibling
School	Class/Year Group	School                      Class/Year Group
<p>Parents are asked to note:</p> <ul style="list-style-type: none"> <li>• The TSSMAT Attendance Policy fully complies with Government regulations. Statutory guidelines state "<b>Headteachers may not grant leave of absence during term time unless there are exceptional circumstances</b>".</li> <li>• The school may liaise with the Headteachers of schools' which siblings attend.</li> <li>• Requests for leave in exceptional circumstances should be made at <b>least 2 weeks in advance</b> of the event.</li> <li>• Retrospective approval for absence cannot be granted. Parents do not have the right of appeal if a request for a leave of absence is declined, the Headteacher's decision is final.</li> <li>• Leave of absence will NOT be granted for children who have already been absent from school for <b>6 days or more</b>, regardless of the reasons for previous absence.</li> <li>• Leave of absence will NOT be granted for children when the requested leave of absence will mean that they will have an absence amounting to <b>6 days or more</b>.</li> <li>• Leave of absence will NOT be granted for holidays during term time regardless of circumstances.</li> <li>• Where leave of absence is NOT authorised and parents decide to take children out of school despite the school's decision, absence will be recorded as unauthorised and subject to a fixed penalty notice (fine).</li> <li>• Should a Fixed Penalty Notice be issued, the fine usually applies to '<b>per parent/carer and per child</b>'. Your local council can give each parent a fine of £160 per child if paid within 28 days, which reduces to £80 each if paid within 21 days. If you do not pay the fine after 28 days you may be prosecuted for your child's absence from school. A second fine can be issued for further absences within a 3 year period. Subsequent fines are charged at £160 per parent per child. After a second period of unauthorised leave, prosecution may be considered. This could result in fines up to £2500 or 3 months imprisonment.</li> <li>• There is no right of appeal by parents against a penalty notice.</li> <li>• If the school grants a leave of absence request and subsequently obtains evidence that indicates an application was falsified, the school reserves the right to amend the child's attendance records to record the absence as unauthorised and apply for the issuing of a fixed penalty notice.</li> <li>• Where a child fails to return to school after an agreed period of leave of absence, absence will be recorded as unauthorised, a fixed penalty notice (fine) requested and they may be reported to the Local Authority as 'A Child Missing in Education' and potentially lose their place at the school.</li> <li>• Schools are under no obligation to provide work for children who are absent from school, unless parents/carers have received a licence from the LA for their child to take part in sporting/arts/theatre events as part of professional organisation, as detailed below.</li> </ul>		
Circumstance	Number of Days which may be authorised	Additional Notes
Religious Observance	1 day in any one academic year	<ul style="list-style-type: none"> <li>• additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice</li> </ul>
Family Celebration	2 days in any one period of absence	<ul style="list-style-type: none"> <li>• additional days for travelling abroad will NOT be authorised and will be subject to a fixed penalty notice</li> </ul>

	Maximum of 4 days in any one academic year	
Family Emergency/compassionate leave	2 days in any one period of absence  Maximum of 4 days in any one academic year	<ul style="list-style-type: none"> <li>• additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice</li> </ul>
Participation in sporting/arts/theatre events as part of professional organisation	See additional notes  <b>Absence must <u>not</u> be authorised if licence not obtained by parents from LA</b>	<ul style="list-style-type: none"> <li>• additional days for travelling abroad will NOT be authorised and may be subject to a fixed penalty notice</li> <li>• <b>Parents are required to obtain a licence from the LA</b></li> <li>• <b>Not to be authorised if a the child's attendance would fall below 96%</b></li> <li>• <b>School to make arrangements for the child to receive a suitable education</b> <ul style="list-style-type: none"> <li>o For not less than 6 hours per week and</li> <li>o During each complete period of 4 weeks or if less than 4 weeks during that period, for periods of time not less than 3 hours a day and</li> <li>o On days where children would be expected to attend school and</li> <li>o For not more than 5 hours on any such day</li> </ul> </li> </ul>
Gypsy/Roma and Traveller Absence	NA but only travel for occupational circumstances	<ul style="list-style-type: none"> <li>• Absences will not be granted for any other reasons other than occupational circumstances</li> </ul>

Name and Address of **both parents** (to be completed in all cases for all applications)

Signed (Parent with Parental Responsibility):

Date:

**To be completed by school – copy retained on record – copy to parents**

The child's current attendance (YTD)	Leave absence already taken this academic year
<b>Current number of days absence</b>	
<b>Number of days absence including this request for leave of absence</b>	

Absence authorised	No further action	Register Code/Reason	
Unauthorised Absence	Fixed Penalty Notice	Register Code/Reason	
	Yes No	Not deemed as exceptional circumstances	O
	Yes No	Unauthorised Holiday	G
	No	The child already absent for <b>6 days or more</b>	O
	No	This leave of absence will give a total absence of <b>6 days or more</b>	
	Yes No	Religious observance above 1 day in academic year	O

	Yes No	Family celebration above 2 days in academic year	O
	Yes No	Exam period	O
	Yes No	Other – please specify	O
Head Teacher Signature:		Date:	

#### **Appendix F: SUMMARY ONLY Contents of admissions register**

For full details please also refer to 'Working Together to Improve School Attendance' DFE Aug 2024.

The school admission register, sometimes known as the 'the school roll', must be kept in accordance with the School Attendance (the child Registration) (England) Regulations 2024.

Regulation 8 sets out the contents of the admission register. The names of all children (both compulsory and non-compulsory school age) must be entered on the admission register. The admission register must be kept electronically.

#### **Pupil information**

Schools must record personal details of every child at the school in the admission register. The register must include the following information for every child:

- full name;
- name the the child uses at school;
- sex;
- address;
- the full name and address of each of the the child's parents;
- which of the child's parents, if any, the child normally lives with and at least one telephone number by which each such parent can be contacted in an emergency. The Department's advice is that where reasonably practicable, schools should hold an emergency contact number for more than one person for each child;
- day, month and year of birth;
- day, month and year of the the child's starting day at the school;
- name and address of the last school the the child attended, if any

#### **Appendix G: SUMMARY ONLY Grounds for deleting a child from the admissions register**

For full details please also refer to 'Working Together to Improve School Attendance' DFE Aug 2024.

GROUND A – the child has been registered at another school.

GROUND B – the child has not continued after nursery education.

GROUND C – the child registered at one or more school and other school has agreed to deletion.

GROUND D – school attendance order names another school.

GROUND E – school attendance order has been revoked.

GROUND F – parent has informed the school the child will be leaving the school to be educated otherwise than at school.

GROUND G – the the child no longer lives a reasonable travelling distance.

GROUND H – not returned after leave of absence.

GROUND I – been absent for 20 days or more.

GROUND J – detained under sentence of detention.

GROUND K – the the child has died.

GROUND L – over compulsory school age and not continuing post 16.

GROUND M – boarder and fees not paid.

GROUND N – ceased to be a child at an independent school.

See also **Appendix C Authorised and unauthorised absences and register coding**

**Appendix I: Graduated response attendance (including late after the register closes)**

<b>ATTENDANCE AND PUNCTUALITY INTERVENTION RECORD</b>			
<b>SCHOOL NAME</b>			
<b>Name of the child</b>		<b>Year Group</b>	
<p>NOTES:</p> <ul style="list-style-type: none"> <li>Any safeguarding concerns should be dealt with as a priority and following policies and procedures.</li> <li>Process applies to ALL children including those of non-statutory school age.</li> <li>Process can be expedited where there are attendance/safeguarding concerns.</li> <li>Safeguarding (safe and well checks) to be carried out weekly on children who are long term absent (even where reasons for absence have been given) Record on My Concern.</li> <li>Suggest attendance is reviewed half termly</li> <li>Starting point will depend on the needs and priority in each school</li> <li>Starting point will depend on needs of family</li> <li>Make letters personal to the child</li> <li>Send via post, email etc directly to the parents, not given to the child to take home</li> <li>Ensure that actions are carried out by another member of staff in the absence of key staff member</li> <li>U codes are classes as an unauthorised and may be included for FPN or legal action</li> </ul>			
	<b>Scenario</b>	<b>Action</b>	<b>Documentation</b>
<b>First Day of Absence</b>	<b>No reason given for absence</b>	School to call parents and all emergency contacts (where there are safeguarding concerns) to ascertain whereabouts of the child <b>Office with knowledge of Headteacher</b>	School to keep record of dates/times of phone calls  <b>Date completed:</b> <b>Completed by:</b>
<b>Second Day of Absence</b>	<b>No reason established for absence</b>	School to call parents and all emergency contacts (where there are safeguarding concerns) to ascertain whereabouts of the child <b>Office with knowledge of Headteacher</b>	School to keep record of dates/times of phone calls etc  <b>Date completed:</b> <b>Completed by:</b>
<b>Third Day of Absence</b>	<b>No reason established for absence</b>	School to call parents and all emergency contacts (for all children) to ascertain whereabouts of the child Carry out home visit Log on My Concern/Safeguarding Concern <b>Headteacher</b>	School to keep record of dates/times of phone calls etc  <b>Date completed:</b> <b>Completed by:</b>
<b>Day 4-10 of Absence</b>	<b>No reason established for absence</b>	School to call parents and all emergency contacts to ascertain whereabouts of the child Follow CME procedures (ask classmates, liaise with schools attended by siblings, check with previous school, contact with other agencies known to family/police)	School to keep record of dates/times of phone calls/visits etc  <b>Date completed:</b> <b>Completed by:</b>



		Escalate Safeguarding Concerns Continue to make home visits <b>Headteacher</b>	
<b>Day 10-20 of Absence</b>	<b>No reason established for absence</b>	Refer to LA as CME <b>Headteacher</b>	School to keep record of dates/times of phone calls/visits etc  <b>Date referred as CME:</b>
<b>STEP 1 As soon as 5 days/10 sessions trigger is hit</b>	<b>5 days/10 sessions or more of absence</b>	School to send by post letter to parents from head teacher <b>Headteacher</b>	<b>Attendance Letter 1</b> with attendance certificate  <b>Date Letter Sent:</b>
<b>STEP 2</b>	<b>Further absence from school</b>	School to send by post letter to parents from head teacher <b>Headteacher</b>	<b>Attendance Letter 2</b> with attendance certificate  <b>Date Letter Sent:</b>
<b>STEP 3</b>	<b>Further absence from school</b>	Parents/carers asked to meet with head teacher/member of SLT Complete Attendance Support Plan/Attendance Contract (review in 6 weeks – if improved action closed, if not progress to Step 4) <b>Headteacher</b>	<b>Attendance Letter 3</b> invite to meeting  RECORD OF ATTENDANCE/PUNCTUALITY MEETING  <b>Date Meeting Completed:</b>
<b>STEP 3A</b>	Non Attendance at 1 Attendance/Punctuality Meeting	<b>Headteacher</b>	<b>Non Attendance at Support Meeting Letter</b> <b>Date Letter Sent:</b>
<b>STEP 3B</b>	Non Attendance at 2 Attendance/Punctuality Meeting	Check meet criteria for FPN <b>Headteacher</b>	<b>Referral for Statutory Action Letter</b> <b>Date Letter Sent:</b>  <b>Date FPN request Sent:</b>
<b>STEP 4 STEP 4A and 4B as above</b>	<b>Further absence from school</b>	Parents/carers asked to meet with Headteacher and CEO  <b>School will send a request for involvement to TSSMAT for attendance Support</b> 1) Copy of attendance Intervention record 2) Copy of current attendance certificate 3) Copy of Attendance Support Plan/Attendance Contract 4) Attendance Letter 4 <b>Date request sent to ASO:</b>	
<b>Record safeguarding/safe and well-checks on My Concern</b>			
<b>OTHER POSSIBLE STEPS</b>			
Early Help	FPN/Statutory Action	<b>Headteacher</b>	
<b>Attendance Improves</b>		<b>Headteacher</b>	<b>Well done letter</b>

**Appendix J: Graduated response to punctuality (late before register closes)**

**GRADUATED RESPONSE LATE BEFORE REGISTER CLOSES**

**SCHOOL NAME**

Name of the child		Year Group	
<p>NOTES:</p> <ul style="list-style-type: none"> <li>Any safeguarding concerns should be dealt with as a priority and following policies and procedures</li> <li>Process applies to ALL children including those of non-statutory school age</li> <li>Process can be expedited where there are attendance/safeguarding concerns</li> <li>Safeguarding (safe and well checks) to be carried out weekly on children who are long term absent (even where reasons for absence have been given) Record on My Concern</li> <li>Suggest punctuality is reviewed half termly</li> <li>Starting point will depend on the needs and priority in each school</li> <li>Starting point will depend on needs of family</li> <li>Make letters personal to the child</li> <li>Send via post, email etc directly to the parents, not in given to the child to take home</li> <li>Ensure that actions are carried out by another member of staff in the absence of key staff member</li> <li>Late after register closes counts as an absence AND ARE INCLUDED IN THE ATTENDANCE AND PUNCTUALITY</li> </ul>			
GRADUATED RESPONSE			
Scenario	Action	Details of School specific actions/Measures	
5 LATE MARKS (L codes) in 12 week period	<p><b>Send Late Letter 1</b></p> <p>School to send by post letter to parents from head teacher (Secondary schools adapt to own hierarchy)</p> <p><b>Date completed:</b></p> <p><b>Completed by:</b></p>		
7 LATE MARKS (L codes) in 12 week period	<p><b>Send Late Letter 2</b></p> <p>School to send by post letter to parents from head teacher (Secondary schools adapt to own hierarchy)</p> <p><b>Date completed:</b></p> <p><b>Completed by:</b></p>		
10 LATE MARKS (L codes) in 12 week period	<p><b>Send Late Letter 3</b></p> <p>Parents/carers asked to meet with head teacher/member of SLT</p> <p>Complete Attendance Support Plan/Attendance Contract</p> <p><b>Date completed:</b></p> <p><b>Completed by:</b></p>		
<b>Record safeguarding/safe and well-checks on My Concern</b>			
<b>OTHER POSSIBLE STEPS</b>	Early Help	Punctuality improves	Well done letter