

Strike Lane Primary School



Attendance Policy

Policy Review	Date	Personnel
	Nov 19	Attendance Officer HT
	March 22	Attendance Officer /HT
	Sept 23	Attendance Officer /HT
	Sept 24	Attendance Officer /HT
	July 25	Attendance Officer/HT

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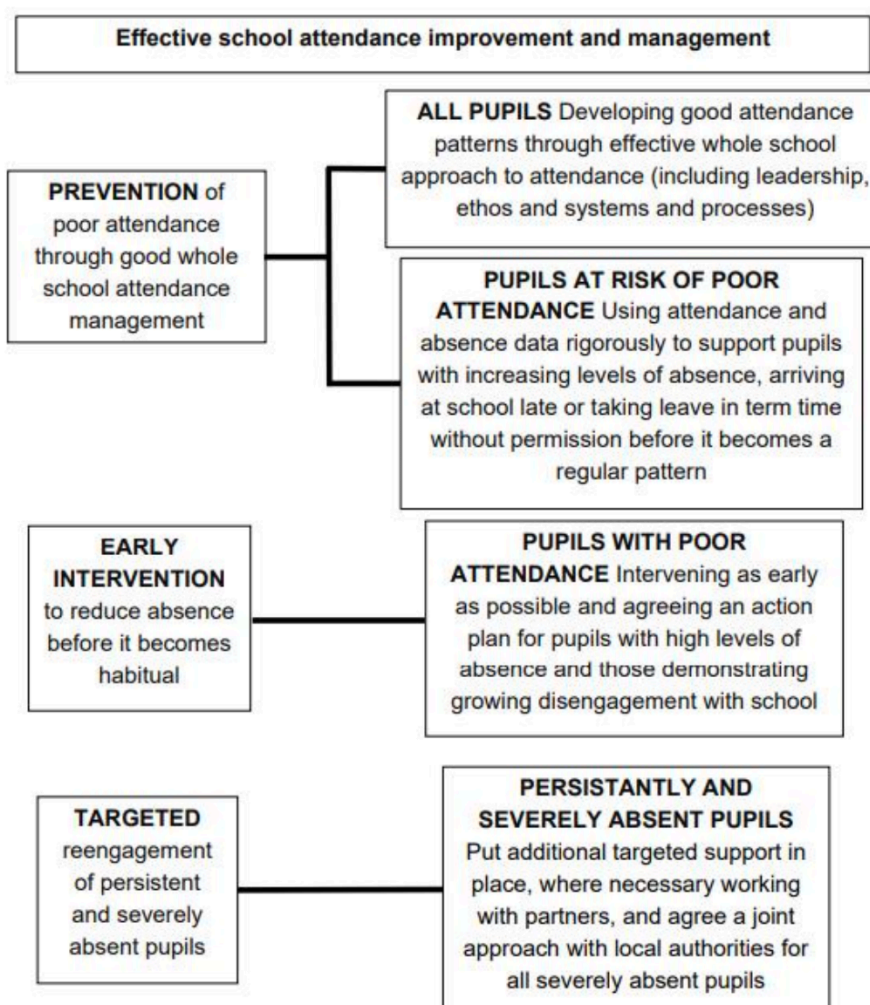
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1. Aims

At Strike Lane Primary School and as part of Endeavour Learning Trust we believe in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve and we never put a ceiling on potential. We recognise that for students to achieve their potential they must have excellent attendance and punctuality and we aspire for all students to have 100% attendance. We are unapologetically uncompromising on our attendance expectations.

We recognise that the curriculum, the liveliness and quality of teaching, the quality of relationships and of the school as a community, all directly affect students' willingness to come to school. Each of these areas will continue to be developed through the School Improvement Strategy. We are committed to generating an ethos that encourages students to be positive in all aspects of school life and have excellent attendance. We will listen, understand, empathise and support– but will not tolerate poor attendance. We use a holistic approach to securing the best possible attendance for all our pupils, based on the following model.

Effective Holistic Absence Management



At Strike Lane Primary School, positive attitudes towards good attendance will be encouraged through:

- Having high expectations for every pupil's attendance at school.
- Communicating these expectations clearly, strongly and consistently to parents and to pupils including sharing student attendance data.
- Targeting poor attendance through a staged approach.
- Raising awareness of expectations with both staff and students via assemblies, class discussion and pastoral meetings.
- Ensuring every student has access to full-time education to which they are entitled.
- Acting early to address patterns of absence, including regular communications to parents and carers stressing the importance of good attendance and our expectations regarding attendance for students not meeting the overall target (See appendices 2, 3 and 4).
- Creating a safe and supportive environment where all students can thrive.
- Working with external agencies, parents/carers and students in order to address barriers to attendance and overcome them.
- Understanding that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity.
- Continually pushing for whole-school improvement even when attendance is in line with the national average.
- See the process of securing good attendance for all pupils as an ongoing process, never something that is 'finished'.
- Celebrating good attendance wherever possible. Point 7

2. The Importance of School Attendance

This is a successful school and every child plays their part in making it so. We aim for an environment which enables and encourages all pupils to achieve their potential and aspire to excellence.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and every child should be at school, on time, every day the school is open unless they have an unavoidable reason to be absent. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning.

Absence or late arrival also disrupts daily routines and teaching and so may affect the learning of others in the same class.

Government research shows a direct link between attendance and attainment and good attenders also make better progress socially, learn to work with others, and are better prepared for the transition to secondary school and, eventually, higher education, training and employment.

We recognise that for students to achieve their potential they must have excellent attendance and punctuality and we aspire for all students to have 100% attendance. We are unapologetically uncompromising on our attendance expectations.

The tables below highlight the impact that days of absence/minutes of learning missed will have on the % attendance for each student. This is useful when looking at the absence/punctuality rates for a student across a term.

% Attendance Days Missed	% Attendance Days Missed
100% 0	100% 0
99% 1.9	99% 1.9
98% 3.8	98% 3.8
97% 5.7	97% 5.7
96% 7.6	96% 7.6
95% 9.5	95% 9.5
94% 11.4	94% 11.4
93% 13.3	93% 13.3
92% 15.2	92% 15.2
91% 17.1	91% 17.1
90% 19	90% 19
85% 28.5	85% 28.5
80% 38	80% 38

If your child misses....	That Equals...	Which is...	Over 13 years of schooling that is.....
10 minutes a Day	50 minutes a Week	1.5 Weeks per Year	Nearly <u>1/2 Year</u> of lost learning
20 minutes a Day	1 hour 40 minutes a Week	2.5 Weeks per year	Nearly <u>1 Year</u> of lost learning
30 minutes a day	1/2 a Day a Week	4 Weeks per year	Nearly <u>1.5 Years</u> of lost learning
1 hour a Day	1 day a Week	8 Weeks per year	Nearly <u>2.5 Years</u> of lost learning

It is very important therefore that you make sure your child attends regularly and our attendance policy sets out how together we will achieve this. The policy will be applied fairly and consistently and we will always consider the individual needs of pupils, and their families, who have specific barriers to attendance. We will also be mindful of our obligations under the Equality Act 2010 and give consideration to the UN Convention on the Rights of the Child.

3. A Culture of Good Attendance

At Strike Lane we will utilise the findings of the best/most effective practice to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance. Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.
- Recognise the importance of good attendance and, alongside good behaviour, we will make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school with the responsibility for offering a clear vision for attendance improvement evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents. At Strike Lane the Attendance Champion is our Headteacher.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including through effective use of pupil premium funding. This includes a Family learning mentor/Attendance Lead who can work with families, conduct joint home visits where appropriate and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through our school communications, in school meetings and social media platforms. We will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. We will also provide clarity on the short and long term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life including in displays, whole school and class assemblies. Sensitively and without discrimination, praising and rewarding improvements in attendance at whole school, class and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.

- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, and all forms of child exploitation.
- Develop strong and productive relationships with parents to ensure that the attendance of their child is of the highest priority.

4. Managing And Improving Attendance

In order to secure the highest attendance rates possible we will :

- Engage in data and strategies in relation to attendance and absence shared by the DFE, e.g. scrutinising attendance bandings and analysing transition data (primary to secondary)
- ensure that proactive strategies are adopted from the earliest opportunity.
- Review DFE attendance comparison reports to ensure that our attendance is the best it can be in relation to the national average, but also those schools with similar demographics and characteristics.
- Work together to ensure that pupils are as well supported as possible during transition periods by sharing information about summer transition school events for Year 6/7 pupils and scrutinising primary attendance data (See section 5)
- Engage in Trust attendance reviews and develop comprehensive action plans that will be reviewed termly.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes. This Attendance Champion in Strike Lane is our Headteacher.
- Have a clear school attendance policy which all staff, pupils and parents understand – this is published on the schools' websites and shared with parents at the start of each academic year, and throughout as required.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any team around the family. Where interventions are failing, work together to identify the reasons why and either adjust or change the approach.
- Have a clear escalation process for absence and illnesses.
- Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
- In very exceptional circumstances, where it is in a pupil's best interests, there may be a need to implement a temporary part-time timetable to meet student's individual needs. A part-time timetable will not be used to manage a pupil's behaviour. It will only be in place for the shortest time necessary and not be treated as a long-term solution.
- Ensure that colleagues are in receipt of regular training in order to understand both the local and national context regarding attendance.
- Carefully analyse patterns of absence to ensure that 'contagious absence' is addressed at the earliest opportunity.

5. Transition

3/5ths of pupils who miss a day in week one of secondary school become persistently absent by the end of the year and the key times that attendance drops in secondary schools are half term 2 and 3 in Year 7. Research clearly shows the impact that well planned, supportive transition programmes can have on minimising absence and securing strong attendance. At Strike Lane Primary School we therefore place the greatest possible emphasis on transition. This includes on entry into our schools and also at internal transition points such as between key stages and year groups. In order to support our pupils most effectively, the following approaches are used:

- Undertake transition visits where pupils spend time in their new settings (Enhanced transition will be available for pupils who may feel/be identified as more vulnerable).
- As part of our Induction process, prior to starting school in Reception, we will undertake home visits to meet pupils and their families in order to ensure a holistic understanding of pupils prior to starting in their new setting.
- Liaise appropriately with secondary schools where absence is likely to be an issue in Year 7.
- Operate transition mental health awareness sessions in our Year 6 cohorts to ensure pupils are fully aware of the attributes and attitude to thrive in secondary school.
- Provide parents with information about summer schools in our local secondary schools to ensure that all pupils transitioning from Year 6-7 are comfortable and confident in their new setting.
- Survey pupils during the Autumn term to ensure that pupils are feeling confident and settled in their new setting and ensure that pupil requiring support are identified early.
- Contact previous settings to discuss any concerns that may have previously arisen in relation to attendance.
- Undertake positive transition programmes at the end of every year for all year groups in order to help break down barriers at the start of the following academic year.

6. Definitions

Definitions of Absences

All students, parents and carers should be aware of the statutory obligations relating to attendance and punctuality. It is important to understand the difference between authorised, unauthorised and persistent absence.

Authorised absence

Morning or afternoon sessions away from school for a good reason such as illness or medical appointment that is unable to be outside of school time. Where our schools have agreed to a pupil being absent from school for part of the week or day, we will treat this absence as authorised (e.g. Reintegration timetable).

Unauthorised absence

Those which the school does not consider reasonable and for which no 'leave' has been given e.g. truancy, unexplained absence, students kept off school unnecessarily. This type of absence can lead to the involvement of the Local Authority. Examples of unauthorised absences are:

- Parents/carers keeping their child off school unnecessarily.
- Absences which are not explained satisfactorily.
- Pupils who arrive at school after the register has closed and without a legitimate reason (see section 4.2).
- Days off for shopping, birthdays or looking after other children.
- Day trips and other leave in term time which have not been agreed by the head teacher.
- Days that exceed an amount of leave agreed by the head teacher.

It is the head teacher's responsibility to decide if an absence is authorised or unauthorised and, if there is any uncertainty relating to an absence, school may request further confirmation from parents before an absence is authorised. For absence due to illness, this may be in the form of:

- Sight of an appointment for your GP or for the hospital, clinic, etc.
- Sight of prescribed medication or prescription for medication.
- Sight of medical notes/records.
- A letter from a medical professional such as a specialist or consultant.

Parents should not ask their doctor (GP) to provide "sick notes" to excuse absence.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school for other reasons. If your child is reluctant to attend it is better to speak to school as soon as possible to resolve the issue, rather than trying to cover up their absence, or give in to pressure to let them stay at home. As a school, we will always work with parents (and external agencies as appropriate) to understand and address the reasons behind absence.

Persistence absence

An absence authorised or unauthorised which exceeds 10% or more schooling across the school year. Absence at this level is doing considerable damage to any child's educational prospects. Parents may be invited to attend a meeting with relevant staff around intervention and support.

At Strike Lane we monitor all absence thoroughly, therefore any pupil whose attendance indicates they are likely to reach the PA threshold will be prioritised and parents will be informed of this promptly. Pupils who are persistent absentees are tracked and monitored carefully and the attendance procedures below (section 5) will be followed.

Severe absence

Severe absence is when a pupil enrolment's overall absence equates to 50% or more of their possible sessions.

7. The Attendance Register

The attendance register will be taken at the start of the first session of each academy day and once during the second session. The law requires the register to be taken twice a day at the start of the morning session and once in the afternoon session. On each occasion we must record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

Morning registration is 9.00am.

Afternoon registration is between 1.00pm

Classroom doors are open at 8.45am.

Pupils are expected to be on the premises by 9.00am when the registration period starts. When the attendance register has been taken it remains open until 9.30am in the morning and 1.30pm in the afternoon.

School finishes at 3.30pm. Children in our Reception class can be collected from 3.10pm – 3.30pm

Late arrival

Pupils who arrive after 9.00am (or 1.00pm) must go straight to the school office at the main entrance to sign in and give a reason for their lateness.

Pupils who arrive after the register has been taken (9.00am or 1.00pm) but before it is closed (9.30am or 1.30pm), will be marked as code L. This is classed as late but present for the session (ie the morning or afternoon).

Pupils who arrive after the register has closed (after 9.30am or 1.30pm) and without a valid reason for being late (such as attending a dental or medical appointment) will be marked as code U, which is classed as an unauthorised absence but indicates that the pupil was physically present in school for part of the session.

8. If A Child Is Too Ill To Attend School

In order to make informed decisions about their child's fitness for attending, parents and carers are encouraged to refer to the NHS guidance; Is My Child Too Ill for School? <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis and parents/carers will be notified of this.

Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern.

For the purpose of this strategy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.

If your child suffers from an underlying health issue or medical condition that may affect their attendance, the intervention and/or support strategies put in place may be different to the traditional interventions in place at the school.

9. Roles and Responsibilities

Parents must ensure that school has up-to-date contact information for themselves and at least one other emergency contact.

Pupils' responsibilities depend upon their age, maturity and capability but they too must do their best to attend school regularly and punctually.

The class teacher is responsible for taking the register in the first 10 minutes of each registration period. Informing

The Attendance Officer and Team are responsible for maintaining an accurate attendance register via Arbor Attendance and for providing attendance data as required, informing students of weekly attendance figures as well as updating attendance celebration displays and issuing rewards.

The Strategic Lead for Attendance has specific responsibility to oversee and monitor whole school attendance and punctuality through liaison with the Trust leaders, Attendance and Family Welfare Teams, and the Local Authority.

Where individual attendance is a cause for concern - frequent or long-term or unexplained absence - follow-up action with parents will be taken by the Attendance Officer / Family Learning Mentor. This might include offering support through :

- Attendance contracts to identify barriers to regular attendance, ways to overcome these and agree targets for improvement.

- Incentive and reward schemes for individual pupils, if appropriate.
- The Early Help Assessment (EHA) process and/or referral to other agencies and services, including School Nurses and Primary Mental Health Workers, if appropriate.

At any stage, we may seek advice from the local authority School Attendance Support Team.

Every effort will be made to encourage students with poor attendance records to return to school and when appropriate short-term re-integration programmes will be tailored to individual needs.

When a student's attendance fails to improve, despite the support offered through our school staff, the school's monitoring and intervention programmes and agencies that work with us, it is likely that the student and his/her parents or carers will be referred to the Local Authority and placed on 'Fast Track' attendance process which can lead to court prosecution.

Legal interventions may be sought if providing support to improve attendance is not appropriate (eg for an unauthorised holiday in term time), or has not been successful or engaged with. In accordance with the Lancashire code of conduct, we may request that the local authority issue penalty notices for unauthorised absences that include:

- Leave of absence which is taken without a prior request being made.
- Leave taken after a request has been declined.
- Days taken in excess of an agreed period of leave, without good reason.
- Other unauthorised absence that meets the required threshold, including sessions marked as late after the register has closed (code U).

On 19 August 2024 new penalty notice arrangements came into force, with changes to the cost of a penalty notice and to the thresholds at which penalty notices may be requested by school. The DfE now requires that schools **must** consider if a penalty notice is appropriate when the thresholds are met. The changes to be aware of are:

- Penalty notices issued for offences that take place after 19 August 2024 will be charged at £160 per parent per child. This will reduce to £80 if paid within 21 days.
- Any second penalty notice issued to the same parent for the same child within a rolling 3-year period will be issued at the rate of £160 to be paid within 28 days with no option for a discounted rate.
- The threshold at which a penalty notice must be considered is set at 10 sessions (equivalent to 5 days) of unauthorised absence within a rolling 10-school week period. This may include absences as a result of arriving late after the register closes. The 10 school weeks may span different terms or consecutive school years.
- A maximum of two penalty notices may be issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s)

another course of action will need to be considered (such as prosecution or one of the other attendance legal interventions).

- If a school requests a penalty notice for absences other than unauthorised holidays, including being late after the register has closed, the local authority School Attendance Legal Team may issue a Notice to Improve to parents. A Notice to Improve is a final opportunity for parents to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and offers of support have not been engaged with by parents or have not worked, a Notice to Improve may be issued to give parents a final chance to engage with support and improve their child's attendance.

The code of conduct for penalty notices and information and FAQs for parents can be found on the Lancashire County Council [education penalty notice webpage](#).

10. School Attendance Procedures

If your child is going to be absent, parents must inform school as soon as possible and at the latest by 9.15 am on the first day of absence via calling school on 01772 632724 and leaving a message on the system or emailing bursar@strikelane.lancs.sch.uk

First day of absence

If your child is absent and we have not heard from you, we will telephone you on the first day of absence to find out what the reason is and when your child is expected to return. Contact is expected daily to confirm when the student is due back to school.

If we are unable to contact you, we will approach your emergency contacts and, if necessary, make a home visit. Please note that such home visits may be unannounced. If this is unsuccessful then escalation will be made where necessary. In extenuating circumstances, even after contact has been made with home, school may still undertake a home visit to check on a child's welfare.

Depending on the reason for absence and the history of absence, if a student has not been seen for 5 consecutive days, a wellbeing check will be considered in the form of a home visit. If this is unsuccessful then escalation will be made where necessary.

If contact has been made between school and the parent/carer but the student still has not returned for 8 consecutive school days, another home visit wellbeing check will take place. If this visit is unsuccessful this may be escalated in a referral to the Police, to ensure the welfare of the student.

School attendance contacts

Contact for parents to notify school of a pupil's absence: **Martina Sharples (Bursar)**

Attendance Lead, support for specific and more serious attendance concerns:
Joanna Bamber (Family Learning Mentor/ Deputy DSL)

Senior Attendance Champion, the senior leader responsible for the strategic approach to attendance in school: **Katherine Shuttleworth (Headteacher/ DSL)**

The staff named above can be contacted on **01772 632724**

11. Celebrating Attendance

We believe in rewarding good attendance and punctuality to engage and motivate our students. We have many creative and impactful initiatives and strategies to support and celebrate attendance and punctuality.

Below are some of the ways we celebrate attendance:

- Here Everyday Ready Ontime (Hero) culture promoted and celebrated
- Individual Attendance Certificates – half termly and yearly
- Attendance League to create competition between classes
- Non – uniform Fridays for class 100% attendance
- 100% attendance badges
- Improved attendance badges/rewards
- Weekly ticket included in half termly raffle for each week of 100% attendance
- Positive praise posters around the school
- Rewards for individual recognition where there are extenuating circumstances.

At Strike Lane, we understand that there are, on occasions, extenuating circumstances e.g. long term illness, that can affect attendance through no fault of the pupil. We will ensure that pupils who are identified as being unable to attend due to such extenuating circumstances are not excluded from these initiatives.

12. Punctuality

In line with our HERO culture, we expect all students to have excellent punctuality to support their life choices after school.

If a child arrives after the start of the school day, they will be classed as late. If registers are closed (30 minutes after the start of registration) this session will be marked as a 'U'. This is classed as an unauthorised absence.

What are the benefits of being on time?

- It gets the day off to a good start and puts children in a positive frame of mind, so that they can make the most of their learning opportunities.
- The start of the morning is a time to settle children and explain the timetable for the day is given, children may miss key information if they are late and feel unsettled and dysregulated throughout the day because of this.
- It sets positive patterns for the future. Punctuality is fundamental in the world of employment.
- It leads to better achievement as students attend for the entirety of each lesson.
- It helps students develop a sense of responsibility for themselves and towards others and is a sign of good character.
- It is respectful to teachers and to peers and builds good habits for later in life.

What happens if a child is late?

If a child is going to be late for school, where possible we encourage parents and carers to contact the school office to advise us of the reason for a child's lateness. If there is a justifiable reason for their lateness and there is not a pattern of lateness, the office will make a note of this.

If a child has a medical appointment that will cause them to be late, parents need to let us know in advance by either calling the office or showing an appointment card at the office so that we can mark it on our registers. For emergency appointments a phone call in the morning is much appreciated.

If your child is late, you must sign them in at the school office. All classroom doors will be closed at the time of registration (9.00 am and 1.00pm).

The Attendance Lead closely monitors punctuality and parents/carers of any students who are late on a regular basis will be contacted and asked to come in for a meeting to discuss the effects of their child's poor punctuality and work with parents/carers to try and improve it by putting appropriate interventions in place.

After the registers close any students that arrive after this time (without a legitimate reason) will be given a 'U' code on the registers. This is classed as an unauthorised absence. The school can apply to the Local Authority for a fixed penalty notice for any student that receives 10 or more 'U' codes for lateness in a term or 14 'U' codes for lateness across two terms. This may result in parents/carers receiving a fine of up to £160 per parent/per child.

13. Leave During Term Time

By law, maintained schools cannot authorise any leave in term time other than in exceptional circumstances. Taking a child out of school in term time will affect their

education and progress as much as any other absence. If leave is being requested that involves arranging travel or accommodation, approval must be obtained from the head teacher before making any bookings.

Leave of absence in term time **will not** be granted unless:

- a request for leave has been made in advance by a parent with whom the pupil normally resides (using the form available from the school office), **and**
- the head teacher considers that leave of absence should be granted due to the **exceptional circumstances** relating to the request.

Due to the need to evidence exceptional circumstances, parents are advised to provide school with any relevant information regarding their request at the point of application if they believe the circumstances are exceptional.

In considering the request school will also consider other factors such as:

- The timing of the requested leave, eg when a pupil is just starting at school or during assessment periods, such as SATs.
- A pupil's attendance record already includes unauthorised absence.
- Attendance is already a concern, or could become a concern, as a result of taking leave.
- Other periods of leave which the pupil may have had, either during the current or previous academic year.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract legal sanctions such as a penalty notice.

In certain circumstances, as outlined in regulation, parents risk losing their child's place on the school roll if leave is taken and the criteria governing removal from roll are met.

Holidays

Family holidays are discouraged and are not authorised by the school. The Headteacher will not grant any leave of absence during term time unless they consider that there are exceptional circumstances relating to the application. Any application for leave must establish that there are exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.

Where the school does not agree on an absence or where the parent/carer keeps the child away from school in excess of the period agreed, that time will be treated as unauthorised absence.

Applications for leave of absence which are made in advance and are refused or parents/carers who take their child on holiday without seeking school's approval will result in the absence being unauthorised, and will result in legal action against the parent/ carer in the form of a Fixed Penalty Notice.

Religious absence

School will authorise one day of absence per religious festival, eg Eid, and this will be marked as code R in the register. The day authorised will be that set aside by the religious body of which the parent is a member.

Parents must request any additional leave in advance and this can only be authorised if the head teacher agrees that exceptional circumstances apply; this would be marked in the register as code C.

Participation in Sporting Events

Parents can request leave of absence for their child to take part in regional, national and international sporting events. However, as always, granting leave is at the head teacher's discretion and they will need to discuss with you the length and frequency of the absence(s) requested and how learning will continue if absence occurs, eg the sports club or association providing an approved education tutor.

Leave for a sporting activity that has been approved by the school and supervised by someone authorised by the school can be marked in the register as code P.

Permission for your child to leave early or arrive late in order to attend coaching and training sessions is also at the discretion of the head teacher and is unlikely to be approved if it would occur regularly.

Participation in Performances (eg theatre, television, modelling)

Parents of a child performer can request leave from school for their child to take part in a performance. A local authority licence must be obtained before a child can take part in a performance. Before a licence is granted, school will be consulted and head teachers must be satisfied that the leave will not have a negative effect on the child's education.

Where the licence specifies the dates that the child is to be away from school, the head teacher should authorise those days. However, where the licence does not specify dates, it is at the discretion of the head teacher to authorise the leave request. Any absence authorised for the child to take part in a performance will be recorded as code C1.

Parents wishing to apply for a performance licence should go the Lancashire County Council [Child performance licences webpage](#).

14. Children Missing in Education

All children, regardless of their circumstances, are entitled to an efficient, full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing in education are children of compulsory

school age who are not registered students at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

All our children are entered on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the child will attend the school. If a child fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Schools will monitor attendance closely and address poor or irregular attendance. It is important that students' poor attendance is referred to the local authority. Where a student has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the student can be removed from the admission register when the school and local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

This only applies if the school does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

15. Pupils With Medical Conditions or Special Educational Needs and Disabilities

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. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed.

- When a pupil has been absent from school for an extended period, the head teacher, class teacher, Family Learning Mentor and other support services will work with the family to ensure that a smooth reintegration is achieved.

16. Pupils Refusing to Attend School

At Strike Lane we believe that every child has a right to a full-time education, and we would not accept "school refusal" as a reason for non-attendance. In such cases, we will work with parents to identify the reasons why a child may be reluctant to attend school. We may request advice from the School Attendance Support Team and or Endeavour Learning Trust and, with consent, make referrals to other external partners such as the Children and Family Wellbeing Service or Primary Mental Health Workers, as appropriate, to try to ensure the correct support is secured for the child and their family.

17. Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where there is a medical reason or it is highlighted in an EHCP, there may be a need for a temporary part-time timetable to meet their individual needs. Where a medical condition prevents a pupil from attending full-time education, a part-time timetable is considered as part of a re-integration package.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a parttime timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

18. Alternative Provision

On occasion, it is necessary for a child to attend Alternative Provision. The rationale for this must be very strong and the decision made must be beneficial to the young person involved. Strike Lane Primary School assumes full responsibility for the safety, welfare and progress of that child in provision. Regular monitoring checks are to be completed and documented by the school and the decision must be constantly under review

19. Legislation And Guidance

This policy considers the legal requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006, Page 4 of 13
- The Education (Student Registration) (England) Regulations 2006
- The Equality Act 2010
- The Education (Student Registration) (England) (Amendment) Regulations 2010
- The Education (Student Registration) (England) (Amendment) Regulations 2011
- The Education (Student Registration) (England) (Amendment) Regulations 2013
- The Education (Student Registration) (England) (Amendment) Regulations 2016
- The Education (Student registration) (England) (Amendment) Regulations 2024
- Working Together to Improve School Attendance 2024

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. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.