



## ATTENDANCE POLICY

<b>Date of issue:</b>	October 2024
<b>Responsible sub-committee:</b>	Inclusion
<b>Linked policies:</b>	Safeguarding & Child Protection Data Protection/GDPR Data Retention Admissions Relationships & Behaviour Supporting students with medical conditions
<b>Review Date:</b>	October 2025
<b>Target audience:</b>	All stakeholders (Parents and carers, students, staff, Governors, Trustees, Members)
<b>Dissemination via:</b>	School website / paper copy in safeguarding offices

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Role/organisation	Name	Contact details If your child is unable to attend
<b>Tapton School Absence Line</b>		<p>school, parents and carers should contact our school absence line on 0114 267 1414. You can also text 07860 054089 or email <a href="mailto:attendance@taptonschool.co.uk">attendance@taptonschool.co.uk</a> .</p> <p>Parents and carers should contact school before 8.30am, so we are able to effectively safeguard all students.</p> <p><b>Ideally, medical appointments should be made outside of the school day. However, if this is unavoidable, any appointments that students need to attend should be communicated with school. Parents and carers should contact the school absence line detailed above.</b></p>
Headteacher	Kathryn Rhodes	0114 267 1414 <a href="mailto:krhodes@taptonschool.co.uk">krhodes@taptonschool.co.uk</a> 0114 2671414 ext. 1125
Senior leadership team member responsible for attendance	Kathryn Tabani	<a href="mailto:ktabani@taptonschool.co.uk">ktabani@taptonschool.co.uk</a> <a href="mailto:ktabani@taptonschool.co.uk">ktabani@taptonschool.co.uk</a>
Designated Safeguarding Lead	Kathryn Tabani Working days: Half term 1: Mon-Thurs Half term 2: Tues-Fri Half term 3: Mon-Thurs Half term 4: Tues-Fri Half term 5: Mon-Thurs Half term 6: Tues-Fri  During Kathryn's non-working days, the DSL will be Esther Jackson – details below. Esther Jackson	<a href="mailto:ktabani@taptonschool.co.uk">ktabani@taptonschool.co.uk</a> 0114 2671414 ext. 1125
Deputy Designated Safeguarding Lead and Persistent Absence Strategy Lead	Working days: Half Term 1: Tues-Fri Half term 2: Mon-Thurs Half term 3: Tues-Fri Half term 4: Mon-Thurs Half term 5: Tues-Fri Half term 6: Mon-Thurs Rachel Shaw (Mon-Thurs)	0114 2671414 ext. 1164 <a href="mailto:ejackson@taptonschool.co.uk">ejackson@taptonschool.co.uk</a>
Attendance Officer	Jenna Williams (Friday)	0114 2671414 ext. 1111  <a href="mailto:Attendance@taptonschool.co.uk">Attendance@taptonschool.co.uk</a> <a href="mailto:rshaw@taptonschool.co.uk">rshaw@taptonschool.co.uk</a> <a href="mailto:jwilliams@taptonschool.co.uk">jwilliams@taptonschool.co.uk</a>

Special Educational Needs Coordinator (SENDSCO)	Stephen Rippin	0114 2671414 ext. 1104 srippin@taptonschool.co.uk
Local Authority Designated Officer (LADO)		0114 273 4855 <a href="mailto:LADO@sheffield.gcsx.gov.uk">LADO@sheffield.gcsx.gov.uk</a>
Chair of Governors	Jim Rushton	jrushton@taptontrust.org.uk
Local Authority Attendance Team	Ben Rankin – Local Authority Attendance and Inclusion worker for Tapton School	Ben.Rankin@sheffield.gov.uk <a href="mailto:sheffieldinclusion&amp;attendance@sheffield.gov.uk">sheffieldinclusion&amp;attendance@sheffield.gov.uk</a>
Sheffield Safeguarding Hub		0114 273 4855 0114 250 6865
West Family Intervention Service Team (formerly MAST)	Barbara Hyman – Tapton Family Intervention Service Link worker	Barbara.hyman@sheffield.gov.uk 0114 233 1189
North Family Intervention Service Team (formerly MAST)		
East Family Intervention Service Team (formerly MAST)		0114 205 3635

## 2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

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

Tapton School recognises that attendance is everyone's business. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and SEND. We endeavour to work with families to identify the reasons and barriers for poor attendance and try to resolve any difficulties, referring to relevant agencies where appropriate.

We believe that improved school attendance can only be achieved if it is viewed as a shared responsibility between staff, governors, parents and carers, students, and the wider school community. As such, all stakeholders have a responsibility to support and promote excellent attendance. In addition, key school staff i.e. The Inclusion Team, Form

Tutors, Year Leaders, Learning and Inclusion Coordinators, Senior Leadership Team and Attendance Officers, will work in line with our Attendance processes.

We will also promote and support punctuality in attending lessons.

### 3. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

### 4.Roles and responsibilities

#### 4.1The Local Authority

The local authority is responsible for:

- Rigorously tracking local attendance data to devise a strategic approach to attendance that prioritises the students, student cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Having a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
- Communication and advice: regularly bringing schools and multi agencies together to communicate messages, provide advice and share best practice between schools and trusts within the area. Clarity around what the school should have already offered at the point at which the LEA will become involved. Our Local Authority Attendance and Inclusion worker from Sheffield Local Authority is Ben Rankin (contact details listed in section 1).
- Targeting Support Meetings: holding termly conversations with schools, using their attendance data to identify students and cohorts at risk of poor attendance and agree targeted actions and access to services for those students.

- Multi-disciplinary support for families: providing access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance. Schools and LEAs are also specifically expected to have agreed a joint approach for all severely absent students (Those with absence 50% plus).
- Legal intervention: Where voluntary support measures have been unsuccessful or engaged with, the LEA Attendance Support Team should liaise with the school and the early help lead practitioner to take forward attendance legal intervention (using the full range of parental responsibility measures). This may be in the form of an Education Supervision order, Fixed Penalty fine or court action.
- Monitoring and improving the attendance of children with a social worker through their Virtual School. Providing training for the lead teacher for Looked after or Previously Looked After children.
- Ensuring that all children in need or those with a Child Protection Plan have a formal plan of support for their attendance.

Tapton School, Tapton Academy Trust and the Local Authority's Attendance and Inclusion Teams will work together and make use of a full range of legal interventions rather than relying solely on Fixed Penalty Notices or prosecution. The school and the LEA will decide which intervention is appropriate depending upon individual circumstances. These include Parenting contracts, Education Supervision orders (ESOs), Attendance Prosecution, Parenting Orders and Fixed Penalty Fines.

## **4.2 The Governing Board**

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents and carers
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

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

#### **4.2 The Headteacher**

The headteacher, Kathryn Rhodes is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising Kathryn Tabani and Esther Jackson to be able to do so
- Working with the parents and carers of students with special educational needs and/or disabilities (SEND) in collaboration with the SENDCO to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Liaising with the SENDCO to communicate with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents and carers through all available channels

#### **4.3 The Designated Senior Leader responsible for attendance**

The designated senior leader, Kathryn Tabani is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents and carers and external agencies, where needed

- Building close and productive relationships with parents and carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents and carers
- Delivering targeted intervention and support to students and families
- Attending termly meetings with the Local Authority Attendance and Inclusion team at Sheffield Local Authority to discuss attendance concerns, focussing specifically on severe absence.

The designated senior leader responsible for attendance is Kathryn Tabani and can be contacted via telephone on 0114 2671414 ext. 1125 and or email [ktabani@taptonschool.co.uk](mailto:ktabani@taptonschool.co.uk)

#### **4.4 The School Attendance Officer**

The school attendance officer, Rachel Shaw (Mon-Thurs) / Jenna Williams (Friday) is responsible for:

- Receiving and making contact with parents and carers every morning regarding student absences and the reasons for absences.
- Receiving communication from parents and carers regarding absences due to medical appointments.
- Amending attendance codes in the morning of the school day on Bromcom to reflect information received from parents and carers for teachers to be advised about the reasons for the absence.
- Ensuring accurate and up to date records are kept and will provide Year Leaders, form tutors and the wider inclusion team with attendance and punctuality data where necessary.
- Monitoring and analysing attendance data (see section 7) daily across the school and at an individual student level.
- Monitor patterns of Persistently Absent and Severely absent students, which is a key focus of the regular data monitoring and identify students and cohorts that need targeted attendance support as quickly as possible.
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with Eleanor Farnsworth, Tapton's Attendance and Punctuality Officer to tackle persistent and severe absence
- Students who arrive late to school must always sign in using our Inventory system in main reception. Our attendance officer will receive this information and update the registers.
- Advising the headteacher (Kathryn Rhodes) and Attendance Lead (Kathryn Tabani) when to issue fixed-penalty notices
- If a student needs to leave school early, for example, due to a medical appointment that cannot be made outside of the school day, they must hand a green slip into our attendance office before signing out using the inventory system. Green slips are completed by members of staff who have received communication from parents and carers regarding the reasons for absence. For example, green slips could be written by Form tutors, Year Leaders, members of the inclusion team.

We do expect students to attend before and after their appointments. They should not have a full day's absence.

The attendance officer is Rachel Shaw (Mon-Thurs) / Jenna Williams (Friday) and they can be contacted via 0114 2671414 ext. 1111 and/or [attendance@taptonschool.co.uk](mailto:attendance@taptonschool.co.uk).

#### 4.5 Class Teachers and Form Tutors

- Class Teachers and Form Tutors are responsible for recording attendance daily, using the correct codes (see Appendix I), and submitting this information to the attendance office via Bromcom. Class teachers and Form Tutors will be provided with attendance data so they can facilitate support for their students.
- All staff who are responsible for registering students must do so within the first 10 minutes of a lesson in silence and by roll call. Red flags in Bromcom alert staff to students who are subject to Child Protection plans, have an allocated social worker or who are in receipt of Early Help involvement from Family Intervention Service. Registers must be taken accurately and timely and failure to do so may lead to discussions with the Headteacher/disciplinary action. Teachers will receive a reminder slip from the Attendance Officer if a register has not been completed for their lesson, if this fails, a visit from the on-call team will be made to their classroom.

If a student has been marked present in the previous lesson but fails to attend their next lesson, that

- member of staff must raise a student missing on call so that their whereabouts can be investigated by the on-call team and parents and carers informed if they are not located. If a student is in school but not in their timetabled lesson for any reason, their attendance must be marked
- with an 'A' and an explanation left in the comments box by the member of staff who they are with. This will be for the reference of other staff and prevent unnecessary on calls being raised. If teachers have a student in their class whose name doesn't appear on their register, they will raise an on call so that staff can return students to their correct lesson or if appropriate make register changes.

#### Form Tutors

- Form tutors have an important role within school and are a crucial part of our whole school approach to promoting excellent attendance.
  - Form tutors meet their students daily during morning registration. Therefore, they can make a significant, positive impact on the students in their form, modelling the principles of unconditional positive regard for every student as they arrive in school each day.
  - Attendance data for the students in each form is shared with form tutor on a weekly basis. Form tutors monitor attendance and punctuality data for their form regularly. They will track and notice trends or patterns of absence and use this information to inform conversations with students. They will actively engage students in regular discussions to promote excellent attendance and punctuality during morning registration. Once a month, form tutors deliver information in morning registration regarding attendance statistics
  - amongst other pertinent information. During this time, Form tutors disseminate attendance information and each student's attendance score. This dedicated time once a month allows students to reflect on their attendance score and for form tutors to have conversations with students around their attendance and any learning barriers they may be facing.
- Form tutors will liaise with Year Leaders and Learning Inclusion Co-ordinators regarding concerning
- attendance and punctuality issues for students in their form.
  - They will also forward communication from parents and carers and medical evidence regarding student absences to the Attendance Officer upon the return of the previously absent student.
  - Form tutors may contact parents and carers to discuss attendance concerns and absences.
  -

- Form tutors will complete registers accurately and encourage full form attendance.

#### **4.6 School Administrators and Office staff**

School admin/office staff will:

- Transfer calls from parents and carers to Year Leaders, Learning and Inclusion Coordinators, Attendance Officers, the safeguarding team or wider inclusion team where appropriate, in order to provide them with more detailed support on attendance

#### **4.7 Parents and Carers**

Where this policy refers to a parent or carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Tapton School prides itself on having high expectations for attendance and we value the support of all our parents and carers in this regard. We feel that parents and carers should have an opportunity to understand the impact of attendance and for many, to celebrate their child's achievements and encourage them to maintain these routines.

We recognise that parents and carers have a pivotal role in ensuring that students have excellent attendance, and we wish to work collaboratively with them to remove barriers to attendance, as part of our holistic approach.

Parents and carers are expected to:

- Make sure their child attends every day / timetabled session on time wherever possible
- Call the school to report their child's absence before 8:30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return. To report a child's absence, parents and carers should contact our school absence line on 0114 267 1414. Parents and carers can also text 07860 054089 or email [attendance@taptonschool.co.uk](mailto:attendance@taptonschool.co.uk) .
- Contact the school absence line detailed above if their child has a medical appointment which takes place during school hours. Ideally, medical appointments should be made outside of the school day. However, if this is unavoidable, any appointments that students need to attend should be communicated with school.
- Complete an exceptional term leave request with more than 2 weeks notice of any term time leave.
- Ensure that all parent/carer and emergency contact details are accurate and up to date.
- Provide the school with more than 1 emergency contact number for their child
- Adhere to any attendance contracts that they make with the school and/or local authority
- All parents and carers are encouraged to contact their child's Year Leader/Learning and Inclusion Coordinator if there are any reasons/barriers that are preventing their child from attending school regularly.
- Parents and carers are encouraged to download our MCAS (My Child At School) online app. This app allows parents and carers to view your child's attendance figures.

- Tapton School also regularly sends out letters and reward postcards regarding attendance. This information alongside the data from MCAS can be used by parents and carers to inform conversations with their child.

#### **4.8 Students**

Students are expected to:

- Attend every timetabled session, on time
- Arrive at school on time, prepared to learn
- Catch up on work missed due to absence

### **5. Recording attendance**

#### **5.1 Attendance register**

We will keep an electronic attendance register using Bromcom, and place all students onto this register.

We will take our attendance register at the start of the first session of each school day, and every lesson thereafter. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

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

Any amendment to the attendance register will include:

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

See Appendix I for the DfE attendance codes.

We will also record:

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

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

The school day starts at 9.00am and ends at 3.30pm

Students must arrive in school by 08.55am on each school day.

The register for the first session will be taken at 9:00am and will be kept open until 9:30am. The register for the second session will be taken at 1:30pm.

#### **5.2 Unplanned and unauthorised absence**

The student's parent or carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am or as soon as practically possible, by calling the attendance office staff, who can be contacted via Parents/carers can also text 07860 054089 or email [attendance@taptonschool.co.uk](mailto:attendance@taptonschool.co.uk).

There is a dedicated absence line for families to leave a message before the phone lines are active at 8:00am.

The emphasis is on parents and carers to inform school if your child is unable to attend. A follow up call should be made to school for any subsequent day's absence. If your child's absence falls below 90%, we may require medical evidence such as an appointment card in order to authorise their absence. If this is the case, we will inform you of this in writing.

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

### **5.3 Historical non-attendance**

The school will continue to work with families where a child's historical attendance has been below expectations. In deciding this, the school will consider the following:

The reasons for historical non-attendance

The previous actions taken by the school and the resulting engagement from the student and family



### **5.4 Planned absence**

#### **Medical appointments**

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. Any appointments that students need to attend should be communicated with school. Parents and carers should contact the school absence line on 0114 267 1414 or text 07860 054 089 or email [attendance@taptonschool.co.uk](mailto:attendance@taptonschool.co.uk) with reasonable notice given.

If the appointment is for part of the day, we do expect students to attend either before or after their appointment and that they miss the minimum amount of time to attend such appointments.

The school may ask the student's parent or carer to provide medical evidence, such as a prescription, appointment card or other appropriate forms of evidence. We will not ask for medical evidence unnecessarily.

It is at the school's discretion as to whether medical appointments will be authorised and this will depend on the attendance score of the student and whether evidence has been provided. This is in line with guidance from Sheffield Local Authority.

If students are leaving school to attend a medical appointment, they will receive a green slip in order to excuse themselves from their lesson. The student should hand this slip to the attendance office and then sign out using the online inventory system in main reception. We cannot issue any green slips to students unless we have received communication from parents and carers regarding the absence. When students return to school following their absence, they should sign back in via main reception using the online inventory system.

Parents and Carers must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

**5.5 Lateness and punctuality** A school day is split into two sessions AM and PM. Tapton School takes a register for AM and PM, as well as every period.

**Lates** – Morning registration commences at 9:00am – 9:20am daily. Students are expected to arrive at school by 8.55am each day and make their way to registration. If a student arrives in registration after 9:00am, they will be marked as late for the AM session. This means that they will be placed in a 20-minute lunch detention on the same day.

If a student is late:

- Before the register has closed they will be marked as late, using the appropriate code.
- If a student arrives to school after 9:30am (30 minutes after registers close), they will be marked with a U code for their AM session, which is an unauthorised absence. This mark will impact the student's overall attendance score and they will receive a 60-minute same day after school detention.
- If a student arrives late for their period 4 session after lunch time, they will be marked as late and they will receive a 30 minute after school detention the same day.

### **Students missing from lessons**

- If a student has been marked present in the previous lesson but fails to attend their next lesson, that member of staff must raise a student missing on call so that their whereabouts can be investigated by the on-call team and parents and carers informed if they are not located.
- If a student is in school but not in their timetabled lesson for any reason, their attendance must be marked with a 'A' and an explanation left in the comments box by the member of staff who they are with. This will be for the reference of other staff and prevent unnecessary on calls being raised. If teachers have a student in their class whose name doesn't appear on their register, they will raise an on call so that staff can return students to their correct lesson or if appropriate make register changes.
- Year Leaders and/or members of the inclusion team may contact parents and carers by letter or telephone to discuss a student who is persistently marked as late at the start of school day or to their lessons. Interventions may be put in place such as punctuality reports.

Ongoing punctuality issues are discussed weekly and actioned by Year Teams.

### **5.6 Following up unexplained absence**

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

- Send a text/call on the day of absence if we have not had any contact from parents and carers.
- Identify whether the absence is authorised or not.
- Identify the correct attendance code to use.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an

education welfare officer. Emergency contacts may be contacted if we cannot make contact with parents and carers.

- If no contact has been made by parents and carers regarding their child's absence for a period of 3 school days, we will conduct a home visit to ascertain the reason for their absence.
- Additionally, if there is a 10 day continuous absence, students will be visited at their home address regardless of any contact from parents or carers being received.
- Ensure any safeguarding action is taken where necessary, including referrals to external agencies such as Police/ Sheffield Safeguarding Hub.
- Report your child as missing to the Local Authority CME (Children Missing from Education) team, if no contact has been made after a period 10 school days. This may result in your child being removed from the school roll.
- Where relevant, report the unexplained absence to the student's youth offending team office
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, school will consider issuing a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate).

## **5.7 Reporting to parents and carers**

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels.

Parents and carers can monitor their child's attendance by:

- Speaking to their child's Form Tutor or Year Leader
- Receiving letters from the school raising concerns around attendance and punctuality
- Using the online MCAS app which is available for all parents and carers of Taptan students to download.
- Student's attendance will be shared on their tracking reports.
- Parents and carers can request a copy of their child's attendance certificate at any time by contacting the attendance team.

### **If your child's attendance falls below 93%, we expect that parents and carers will:**

- Be contacted by the school Inclusion team to discuss the concerns regarding the absences.
- Receive attendance concerns letters from our Inclusion team alongside your child's registration certificate informing parents and carers of your child's current attendance.
- Engage with our Attendance and Punctuality Officer via telephone calls, emails, text messages and home visits if your child has been referred to them for additional support and intervention.

- Be requested to attend a meeting with your child's Year Leader and/or members of the Inclusion or Senior Leadership team to formalise support, sometimes in the form of an attendance contract.
- Be informed of the procedures and next steps if your child's school attendance does not improve.
- Work collaboratively with school, Local Authority and other external agencies where necessary to formalise a plan to overcome the barriers to attending school.

## **Working in partnership with Parents and Carers**

We aim to build and sustain positive relationships with all parents and carers. We endeavour to work jointly to promote excellent school attendance. Strategies to achieve this may include:

- Capturing what is going well, what we are worried about, what are the next steps during meetings with a student and/or their families.

For each of these three areas, we will think about the child's education, health and care needs. By breaking it down into these areas we:

- See the dominant factors which prevent the student from being in school every day on time.
- Identify the most appropriate next steps.
- Involve the most appropriate agencies, which may include Early Help or The Attendance & Inclusion Team within the Local Authority. For students with identified health issues, the school may consult with the Local Authority and consider using the GP protocol. The school will work in collaboration with any external specialists already working with a child.
- Ensure good internal communication/meetings encompassing safeguarding, SEND, behaviour, attendance to facilitate robust APDR (Assess, Plan, Do, Review response)
- Create a plan to support improvement in attendance. To implement this plan and review it to assess if improvements have been made.
- Ensure that the student and family feel that they have been supported by the school and continue to be supported by our inclusion team.
- Support students who may attend sessions not on the school site at an approved provider or with an educational professional.
- Routinely apply a robust system that includes incentives, rewards, and consequences ensuring that all the systems are inclusive and appropriate for all students.
- Celebrate attendance in Form Time, celebration assembly, rewards postcards home and attendance badges.

## **6. Authorised and unauthorised absence**

### **6.1 Approval for term-time absence**

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

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

These circumstances are:

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

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

We define 'exceptional circumstances' as one off events that are unplanned and unavoidable, such as attendance at a funeral of a family member, death of a close relative.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website and paper copies are available in Tapton School main reception. The headteacher may require evidence to support any request for leave of absence.

### **Religious observance**

Tapton School acknowledges and rejoices in the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends, and this necessitates a consideration of authorised absence or special leave for religious observance.

We believe it to be reasonable that no more than two days absence be designated for any one occasion of a religious celebration and that a maximum of three days in any academic year will be granted for religious observance.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision

- If the student is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visitor trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as a disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed
- We may allow one day of authorised absence for requests to attend the wedding of a student's parent or carer or sibling. Requests to attend weddings for friends and extended family will not be authorised.
- If the wedding is not local (i.e. out of Sheffield), we may permit one additional day of authorised absence to allow for travelling.
- If the wedding is abroad, we may permit 2 additional days of authorised absence if travel documentation is provided.
- If there is a funeral of a close family member, we may allow one day of authorised absence.
- If the funeral is not local (i.e. out of Sheffield), we may permit one additional day of authorised absence to allow for travelling.
- If the funeral is abroad, we may permit 2 additional days of authorised absence if travel documentation is provided.

**6.2 Reducing persistent and severe absence** A student is classified as a 'persistent absentee' if their attendance drops below 90%. Absence at this level can cause considerable damage to a student's educational prospects and we want to ensure that by working together with parents/carers, good attendance can be maintained. The school will monitor all absence thoroughly and any students who have dropped to become persistently or severely absent will be monitored. The school will:

- Be contacted by the Attendance Team to discuss the concerns regarding the absences
- Receive a letter home with a registration certificate informing the parent/carer of the current attendance
- Be requested to attend a meeting with the child's Year Leader, Learning and Inclusion Coordinator or member of the Senior Leadership Team
- Be informed of the procedures and next steps if attendance does not improve
- Receive a home visit from our Attendance and Punctuality Officer, who will offer support.
- Work with the LEA to formulate a plan to overcome the barriers to attending school

A student is **severely absent** if their attendance is 50% or less. **As these students face more barriers to being in school, the child and parents/carers will be supported by the Local Authority's Attendance Support Team.** This will ensure more intensive support across a range of partners. A concerted effort is needed across all partners to make this group a top priority for support. We will sensitively consider the reasons for absence and ensure all parties understand school is a place of safety and support for children who may be facing difficulties.

### 6.3 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

#### Penalty notices

Parents have a legal responsibility to ensure that their child attends school regularly and punctually. Failure to do so could be viewed as educational neglect.

Please be mindful that Section 4 of the Education Act 1996 states that it is an offence for a parent or carer to fail to ensure their child attends school regularly.

Parents and carers who fail to ensure their child attends school regularly could face a penalty notice fine and/or a court summons.

Tapton School, Tapton Academy Trust and the Local Authority's Attendance and Inclusion Teams will work together and make use of a full range of legal interventions rather than relying solely on Fixed Penalty Notices or prosecution. The school and the LEA will decide which intervention is appropriate depending upon individual circumstances. These include Parenting contracts, Education Supervision orders (ESOs), Attendance Prosecution, Parenting Orders and Fixed Penalty Fines.

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks. One day is 2 sessions and arrivals after 9.30am are coded as unauthorised absence for 1 session)
- Attendance penalty notices issued after the 19th August 2024 will be issued in line with new regulations. This states that penalty notice fines will be issued for unauthorised term time leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.
- Each parent or carer will be issued a separate penalty notice, for each child who is absent.
- For example, 2 parents and 3 children, each parent will receive 3 penalty notices for £160 each, with a family total of £960 in fines.
- The fine amount will be £160 per parent, per child paid within 28 days, reduced to £80 per parent, per child if paid within 21 days. This will be considered your first offence.
- The next time an offence occurs, within 3 years of the date the first penalty notice is issued, the fine amount will be £160 per parent, per child paid within 28 days, with no reduction.
- The third time an offence occurs this will be presented to Magistrate's court with no penalty notice issued.

- The payment must be made directly to the local authority, regardless of who issues the notice.

Tapton School will also consider:

- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents and carers do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## **7.Strategies for promoting good attendance**

### **7.1 Identifying Barriers**

- The school has high expectations for all students in regards to attendance.
- Attendance data is featured during weekly bulletins for students and also on the attendance noticeboard in main reception.

- The school uses a robust absence procedure to query absences for students that have not been reported by parents/carers.
- Tapton School uses data to carefully track, monitor and analyse student attendance. Data is collated by the Attendance Officer on a weekly basis from Bromcom and analysed by members of the inclusion and attendance team, with the purpose of identifying emerging patterns, trends and concerns. Data is presented at weekly inclusion meetings and discussed with a solution focussed approach. Specific focus is placed on monitoring cohorts such as SEND, Pupil Premium students with a social worker and/or a Youth Justice Worker, persistently or severely absent students.
- We are in regular contact with families and students where attendance has become of concern. Families can expect to receive letters and be invited to attend meetings with school and/or external agencies to formalise support. This may include the implementation of an attendance contract.

## **7.2 Rewarding and celebrating excellent attendance**

- Attendance is rewarded on a termly basis through the dissemination of bronze, silver and gold badges and certificates. Attendance is also featured in our termly rewards assemblies and all students with 100% attendance for a term receive a postcard home. End of year celebration breakfast for students with 100% attendance all year.

## **8. Supporting students who are absent or returning to school**

### **8.1 Identifying the barriers**

- Tapton School uses data to carefully track, monitor and analyse student attendance. Data is collated by the Attendance Officer on a weekly basis from Bromcom and analysed by members of the inclusion and attendance team, with the purpose of identifying emerging patterns, trends and concerns. Data is presented at weekly inclusion meetings and discussed with a solution focussed approach. Specific focus is placed on monitoring cohorts such as SEND, Pupil Premium students with a social worker and/or a Youth Justice Worker, persistently or severely absent students.
- At the start of every half term, each year group's inclusion meeting has a dedicated, strategic focus of attendance. During this time, attendance data for each year group is analysed and interventions are put in place to support students and families.
- Form tutors have an important role within school and are a crucial part of our whole school approach to promoting excellent attendance. Form tutors meet their students daily during morning registration. Therefore, they can make a significant, positive impact on the students in their form, modelling the principles of unconditional positive regard for every student as they arrive in school each day.
- Attendance data for the students in each form is shared with form tutors on a weekly basis. Form tutors monitor attendance and punctuality data for their form regularly. They will track and notice trends or patterns of absence and use this information to inform conversations with students. They will actively engage students in regular discussions to promote excellent attendance and punctuality during morning registration. Form tutors will refer ongoing concerns to their Year Leaders/Learning and Inclusion Coordinators who will
- discuss students with poor attendance and punctuality in their weekly inclusion meeting with the Inclusion Team. Furthermore, once every half term, each year group's inclusion meeting has a dedicated, strategic focus of attendance. During this time, attendance data for each year group is analysed and interventions are put in place to support students and families.

- Referrals to our Attendance and Punctuality Officer (APO) may be made so that further intervention can be implemented for students who have been identified as requiring additional support and intervention. Our APO will carefully track and monitor student's attendance, identify any patterns or trends, and work with the student and families to remove barriers to attendance. The APO often uses EBSA cards to ascertain the child's voice to better identify barriers to learning. This can at times be facilitated during home visits or in school. Our APO intends to provide further support, this is not intended to be a punitive measure.
- If, once referred, students are not in school, our APO will contact parents and carers to ascertain the reasons for absences and may facilitate a home visit. The APO and Year Leaders will also meet with students in school to discuss concerns and solutions. Parents and carers may also be required to attend meetings to discuss the need and actions to positively influence change.
- For students whose attendance is below 93%, Parents and carers may be contacted, letters sent home, meetings arranged and where appropriate students may be referred to external agencies for support in procuring improvement i.e., Family Intervention Service.
- Should these steps fail to bring about positive change, parents and carers will be required to meet with members of the Inclusion team as we cannot leave school absence unaddressed. If absences are due to ill health, we need to be provided with evidence of medical appointments etc to support this.

## **8.2 Students absent due to mental or physical ill health or SEND**

We are aware that for some students it is their poor health that is preventing or hindering school attendance. We acknowledge that this type of situation needs careful handling and may need the support of external agencies to bring about a positive change.

Whilst we will be mindful of such circumstances and work with the Local Education Authority's Attendance and Inclusion team and parents and carers, we do need to bring about a change. We strongly believe that regular routines such as coming to school can have a positive impact on mental health. Crucially, all students have the right to a full-time education.

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

## **9. Attendance monitoring**

Tapton School uses data to carefully track, monitor and analyse student attendance. Data is collated by the Attendance Officer on a weekly basis from Bromcom and analysed by members of the inclusion and attendance team, with the purpose of identifying emerging patterns, trends and concerns. Data is presented at weekly inclusion meetings and discussed with a solution focussed approach. Specific focus is placed on monitoring cohorts such as SEND, Pupil Premium students with a social worker and/or a Youth Justice Worker, persistently or severely absent students.

### **9.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

Specific student information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

## **9.2 Analysing attendance**

The school will:

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

## **9.3 Using data to improve attendance**

Tapton School will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to members of the inclusion team such as Year Leaders, Learning and Inclusion Coordinators, form tutors and SLT to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and student premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

## **9.4 Reducing persistent and severe absence**

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Contact parents and carers to discuss the concerns regarding your child's attendance.

- Distribute attendance concerns letters from our inclusion team alongside your child's registration certificate informing parents and carers of your child's current attendance score.
- Make referrals to our Attendance and Punctuality Officer (APO) so that further intervention can be implemented.
- Our APO will carefully track and monitor student's attendance, identify any patterns or trends, and work with the student and families to remove barriers to attendance. Our APO intends to provide further support, this is not intended to be a punitive measure.
- If, once referred, students are not in school, our APO will contact parents and carers to ascertain the reasons for absences and may facilitate a home visit. The APO and Year Leaders will also meet with students in school to discuss concerns and solutions. Parents and carers may also be required to attend meetings to discuss the need and actions to positively influence change.
- If a student has been referred to our APO, this means that we may be unable to authorise future absences unless medical evidence has been provided to school.
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Inform parents and carers of the procedures and next steps if attendance does not improve.
- To work collaboratively with school and the Local Authority to formulate a plan to overcome the barriers to attending school.
- Implement sanctions, where necessary (see section 5.2, above)

## **10. Being notified that a child has a medical condition**

Some students have medical conditions which may prevent them from attending school. When the school is notified that a student has a medical condition, we will decide whether the student requires a care plan. The school will work alongside the student, parents and carers and the Local authority in their implementation of DfE guidelines outlined in <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school> . It is ~~however, the Local Authority's responsibility to implement this policy.~~

Parents and carers will be asked to:

- Provide school with sufficient and up-to-date information about their child's medical needs, this may include medical evidence such as letters, appointment cards etc.

- Be involved in the development and review of their child's care plan and may be involved in its drafting.
- Carry out any action they have agreed to as part of the implementation of the care plan, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times.

Students with medical conditions will often be best placed to provide information about how their condition affects them. Students should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their care plans. They are also expected to comply with their care plans.

## **II. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Kathryn Tabani. At every review, the policy will be approved by the full governing board.

## **Appendix I: Attendance codes**

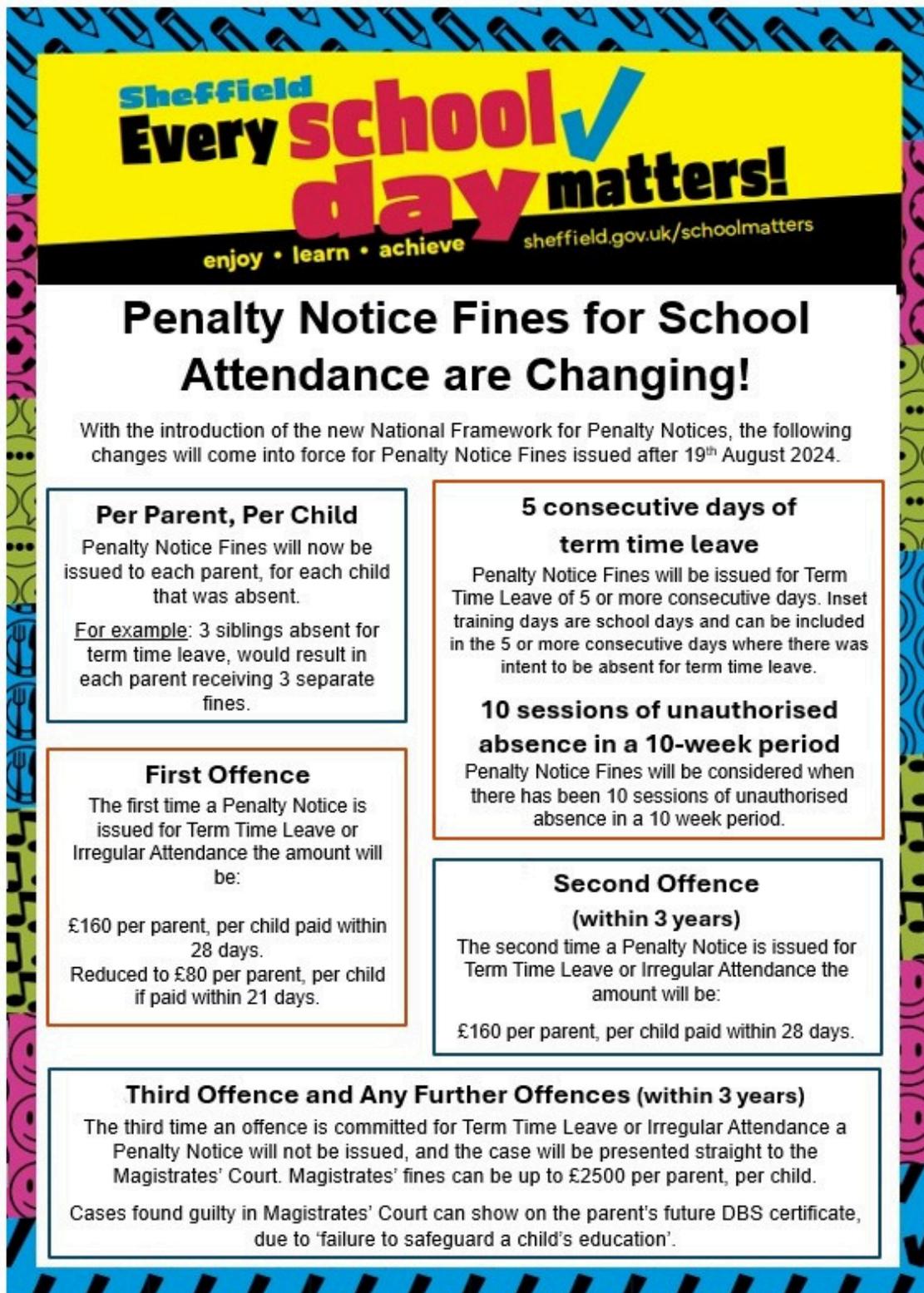
The following codes are taken from the DfE's [guidance on school attendance](#).

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

<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Student is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)

<b>Y5</b>	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	Student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2: Local Authority Fines



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### Penalty Notice Fines for School Attendance are Changing!

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

<p><b>Per Parent, Per Child</b></p> <p>Penalty Notice Fines will now be issued to each parent, for each child that was absent.</p> <p><u>For example:</u> 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.</p>	<p><b>5 consecutive days of term time leave</b></p> <p>Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.</p>
<p><b>First Offence</b></p> <p>The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:</p> <p>£160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.</p>	<p><b>10 sessions of unauthorised absence in a 10-week period</b></p> <p>Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.</p>
<p><b>Third Offence and Any Further Offences (within 3 years)</b></p> <p>The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.</p> <p>Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.</p>	<p><b>Second Offence (within 3 years)</b></p> <p>The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:</p> <p>£160 per parent, per child paid within 28 days.</p>



Dear Parent/Carer,

The Department for Education have shared with schools and Local Authorities changes to attendance guidance that will become statutory and must be implemented after the 19th August 2024. These changes must be made by all schools and Local Authorities across the country, with the aim of ensuring consistent approaches.

These changes have been broken down into 4 categories.

### **1) A new National Framework for Attendance Penalty Notices**

Any attendance penalty notices issued after the 19th August 2024 will be issued in line with the new regulations. The new Penalty Notice regulations are:

- Each parent will be issued a separate penalty notice, for each child who is absent.  
For example, 2 parents and 3 children, each parent will receive 3 penalty notices for £160 each, with a family total of £960 in fines.
- The fine amount will be £160 per parent, per child paid within 28 days, reduced to £80 per parent, per child if paid within 21 days.
- This will be considered your first offence.
- The next time an offence occurs, within 3 years of the date the first penalty notice is issued, the fine amount will be £160 per parent, per child paid within 28 days, with no reduction.  
The third time an offence occurs this will be presented to Magistrate's court with no penalty notice issued.

This will include Term Time Leave fines, and Irregular Attendance. Term time leave does not just include holidays. Where a child is absent and it is believed they are absent due to term time leave, schools will be expected to carry out a home visit and see the child on or before the 3rd school day of absence.

For irregular attendance - Where a child has unauthorised absences of 10 sessions or more in any 10-week period, the school must consider escalation to prosecution. Sessions refer to each half a school day, with most schools having 2 sessions each day. The school must consider the reasons for the absence, the support already offered, and the engagement of the parents/carers and young person. These 10 sessions could be made up of term time leave, unauthorised late marks, or unauthorised absence.

It is therefore important to notify school every day that your child is absent, providing a reason, and where appropriate evidence of medical appointments or prescribed medication.

### **Updates to the Working Together to Improve Attendance Guidance**

The Department for Education have updated the [Working together to improve school attendance \(applies from 19 August 2024\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/working-together-to-improve-school-attendance-applies-from-19-august-2024.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)) available on the DFE website. This clarifies the expectations for parents, schools and the Local Authority to promote the importance of regular attendance at school, and to provide ideas for support and interventions when a young person is not attending school on a regular basis.

### **2) Regulation changes to modernise school attendance and admission registers.**

The predominant change is around the use of attendance coding for schools to use on their attendance register. This may mean that you see different marks on your child's attendance certificate, including sub codes for example C2 for a reduced timetable, or Y4 for school closed due to weather conditions. The H code for authorised term time leave (holiday) has been removed, therefore Headteachers can no longer authorise term time leave, unless there are

exceptional circumstances covered by the C code and must request an attendance penalty notice if there are 5 or more days of unauthorised absence. Another change to these regulations is that parents must accept the school place offered prior to their child going on school roll. Therefore, if you have been offered a school place that was not one of your preferences you must either accept the school place or notify the Local Authority how you intend to educate your child.

### **3) Regulations will come into force on the 19th August 2024 to mandate attendance data sharing by all state funded schools.**

This means that your child's attendance data will be shared with the Department for Education and the Local Authority every day. This will be live data. This will allow the DFE to provide schools with the tools to monitor and see improvement in attendance, and will allow the Local Authority to provide advice, support, and Early Help services. It will also allow tracking of attendance trends for example a child reported as ill the same week each year, or a certain year group or cohort with patterns of absence.

With all of these changes the priority is supporting a young person to access school every day, ensuring they have the reasonable adjustments, interventions and early help to engage in their learning.

If your child is finding attending school difficult, is feeling anxious about attending school, or needs help to access their education speak to the school, arrange to meet to discuss reasonable adjustments and the support available for your child.

~~Every~~ school day matters. If you have any queries, questions or concerns please [Sheffieldinclusion&attendance@sheffield.gov.uk](mailto:Sheffieldinclusion&attendance@sheffield.gov.uk), visit the website [School attendance matters | Sheffield City Council](https://www.sheffield.gov.uk/schoolmatters) or find us on the Sheffield Local Directory [School Attendance | Sheffield \(sheffielddirectory.org.uk\)](https://www.sheffielddirectory.org.uk)

Kind Regards

Inclusion and Attendance

Sheffield City Council



**Appendix 3:**

**Notification of Term Time Leave (one form per family) Before completing this form please ensure you have understood the school policy for term time leave**

<p><b>Name of Pupil:</b></p> <p><b>Siblings in this or other schools:</b> (name, dob, name of school)</p> <p><b>Current address:</b></p>	<p><b>Name of Parents/Carers 1:</b> (please ensure school have correct details for all parents/carers)</p> <p><b>Parent/Carer 1 D.o.b:</b></p> <p><b>Name of Parent/carer 2:</b></p> <p><b>Parent/carer 2 D.o.b:</b></p>
<p><b>Dates of leave: From</b> _____ <b>To</b> _____</p>	
<p><b>Notifications for leave during term time should be authorised by the headteacher if the reason is considered to be an exceptional circumstance.</b></p> <p><b>Reason for leave:</b></p> <p><b>Do you consider there to be exceptional circumstances (please indicate)?</b>  <b>Yes</b>          (please attach additional information/evidence to support your circumstances)  <b>No</b></p> <p><b>Where will you be staying during the leave period? Please provide the full address and Emergency Contact Details (UK and Abroad)</b>  <b>UK:</b></p> <p><b>Abroad:</b></p>	
<p> <input checked="" type="checkbox"/> I confirm that the information on this form is true  <input checked="" type="checkbox"/> I agree to keep the school informed of any changes to my travel arrangements or if my child is unable to return to school on to due date  <input checked="" type="checkbox"/> I am aware that if my child does not return to school by the date provided that he/she is at risk of losing their place at this school  <input checked="" type="checkbox"/> I am aware that I may be fined and/or prosecuted for any time which my child is absent from school that has not been authorised by the headteacher.         </p>	
<p><b>Signed by parent/carer:</b></p>	<p><b>Print name &amp; relationship to child:</b> _____ <b>Date:</b> _____</p>
<p><b>For school use only</b></p>	<p><b>Date request received</b>      /      /</p>
<p><b>Has the notification been considered by the headteacher? Y/N</b>  <b>Has the notification been discussed with the parent/carer? Y/N Date:</b> .....</p> <p><b>No of days Authorised</b> ..... <b>No of days Unauthorised</b> .....</p> <p><b>Date of communication with parents/carers regarding outcome</b> .....</p>	

**Request for leave during term time- to be completed at least two weeks prior please and returned to [attendance@taptonschool.co.uk](mailto:attendance@taptonschool.co.uk) .**