



PUPIL ATTENDANCE POLICY

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

Name: Lucy Fynn

Email: admin@hadleigh-inf.essex.sch.uk

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:

Name: Maisy Hoath

Email: admin@hadleigh-inf.essex.sch.uk

Governor approval date: July 2024

Review Date: July 2025





Hadleigh Infants & Nursery School

Pupil Attendance Policy

Introduction and Background

Hadleigh Infants and Nursery School recognises the positive behaviour and good attendance are essential in order to raise standards of pupil attainment and to give every child the best educational experience possible.

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

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

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

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

- Promote children's wellbeing and safeguarding.
- Ensure every child has access to the full-time education of which they are entitled to.
- Ensure that pupils succeed whilst at school.
- Ensure that pupils have access to the widest possible range of opportunities at school, and when they leave.

We believe every child is unique and we work hard to develop the individual abilities of your child, as well as providing for their particular needs.

Our policy has been developed in consultation with the board of school governors, teaching staff, the senior leadership team, local head teacher associations, the local authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and outline the school's commitment to attendance matters. It details of the responsibilities of individuals and groups involved and the procedures in place to promote, monitor & reward pupil attendance.

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

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



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

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Promoting Regular Attendance

At Hadleigh Infants and Nursery School we recognise the connections between attendance, attainment, safeguarding, well-being and education. We believe in developing good patterns of attendance and setting high, achievable expectations for our students for their attendance and punctuality.

Helping to create a pattern of regular attendance is the responsibility of parent/carer's and all members of school staff. To help us focus on this we will:

- Be celebrating excellent attendance by displaying, reporting and awarding individual and class achievements. This is through the attendance hero initiative and the attendance bear initiative. This is delivered weekly in assemblies.
- Reward good or improving attendance.
- We will regularly update parents/carers on attendance in our newsletters.
- We will contact parents and carers regarding their child's attendance if necessary.
- There will be a Prize Draw each term. Each time a pupil has one full week at school they will get one raffle ticket in to their year groups pot. Each term, a raffle ticket will be pulled and that child will win a book.
- Each term we will look at each child attendance for that term and the previous term. Any child's attendance who had improved from the previous term will be put in to their year group pot and a random family will be drawn out of the pot to receive a prize.
- Prize draw whole academic year. Any student above 97% for the whole academic year will be put in a pot for their year group and picked at random for the prize.

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

Name: Lucy Fynn

Email: admin@hadleigh-inf.essex.sch.uk



Understanding Types of attendance

Any absence will affect your child's attendance figure, whether this be a medical appointment or due to illness. If your child is not in school for any reason, they will be marked in with the code that relates to their absence or circumstance. Any pupil's absence or late arrival to class will be marked as such. If a child is late to school, they will be marked as late. The minutes late and reason for lateness will be recorded on their attendance certificate for the academic year.

Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without good reason, creates an offence in law, which may result in prosecution. Repeat lateness after the register has closed, may also result in prosecution.

Authorised absences are a morning and/or afternoon session away from school for an authorised reason, such as illness (you may be asked to provide medical evidence for your child before this can be authorised), medical and dental appointments, which unavoidably fall in school time, emergencies, or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable, and for which no leave has been granted this type of absence can lead to the school referring to the local authority for penalty notices and all legal proceedings.

Unauthorised absences, include, but is not limited to:

- Parents/carers keeping children off school unnecessarily. For example, because they had a late night, a non-infectious illness or injuries that would not affect the child's ability to learn
- Absences which have not been properly explained. For example, simply saying a child is unwell will not get an authorised mark.
- Children who arrive at school after the register has closed. This indicates that they are in school for safeguarding purposes however is counted as an unauthorised absent for that session as they were not there before the register closed.
- Shopping trips
- Looking after other children.
- Children accompanying siblings or parents to medical appointments.
- Their own or family birthdays.
- Holidays taken during term time without leave, not deemed for exceptional purposes by the head teacher.
- Day trips
- Other leave of absence in term time, which has not been agreed
- No contact from Parents / Carers.

Any of the above reasons for unauthorised absences may result in school applied to the local authorities issued penalty notice or if previously a child's parents/carer has been issued a penalty notice the school may request a direct prosecution by the local authority.

We may also contact any siblings school in reference to any absence should we feel it is necessary,

Coding Explained:

/ = Present Am

\ = Present Pm

M = Medical Appointment with evidence received.

I = Illness, authorised absence.

O = Unauthorised absence.

G = Holiday, unauthorised by the school.

H = Holiday, agreed due to exceptional circumstances.

C = Absence not related to illness but authorised due to exceptional circumstances.



Persistent absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the government as persistently absent when they missed 10% or more of schooling across the school year for any reason this can be authorised or unauthorised absences. Absence at this level will cause considerable damage to any pupil's education and we will need the full support and cooperation of the families to resolve this. All pupils below who have attendance levels of 90% or below are considered to be a persistent absentee.

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



Absence Procedures

The name and contact details of the school staff member pupils and parents / carers should contact about attendance on a day-to-day basis is:

Name: Maisy Hoath

Email: admin@hadleigh-inf.essex.sch.uk

Reporting Absence Procedure.

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

- Contact the school on the first day of absence **before 9.05 am, when our register closes;**
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised.
- Contact the school on every further day of absence, **again before 9.05am**
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Essex County Council Guidance on School Absence and Childhood Illness (appendix XXX).

If your child is absent, we will:

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

If absence continues, we will:

- Write to you if your child's attendance is below 95%, or where punctuality is a concern
 - Invite you into school to discuss the situation with our Attendance Officer or Headteacher if absences persist.
 - Create a personalised action/support plan to address any barriers to attendance
 - Offer signposting support to other agencies or services if appropriate
 - Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions
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- We may also contact medical professionals (i.e., your GP or the school nurse) in regards to your child's absences to further understand the absence or understand how to better support your child.



Lateness

Poor punctuality is not acceptable and can contribute further absence. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wide world. People have late construct lessons, and if a child misses the start of the day, they can feel unsettled and embarrassed, misses to work and important messages from the class teacher.

All students are expected in between 8.45 and 8.55am. Any student that arrives late between 8.55 and 9.05am will receive a late code and that will be logged as an 'L' code with the minutes and reasons as to why that student was late. Any student late after 9.05am will be logged as a 'U' code, along with the minute late and the reasons as to why that student is late. If a student is marked as a 'U' code they will be logged as an unauthorised absence. If a student is late 10 or more times, after the register has closed, within a 10-week period, the parents/carers may receive a penalty notice or prosecution referral to the Local Authority.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent late record, you will be asked to meet with our Attendance Officer, a Wellbeing Manager or a member of the Senior Leadership Team but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and celebrate good class and individual punctuality.

The times of the start and close of the school day for pupils at Hadleigh Infants and Nursery School are as follows:

Gates Open – 8.30am

AM Registration Opens – 8.45am

Class Doors Closes – 8.55am

AM Registration Closes – 9.05am

PM Registration Opens – Reception 12:30pm, Year 1 1pm and Year 2 1.30pm.

PM Registration Closes – Reception 12.40pm, Year 1 1:10pm and Year 1:40pm.

End of School Day – 3.20pm.

How we manage lateness

- The school day starts at **8.45am** when children can begin to come into school;
- Registers are taken at **8.55am**, **the door to all classes will shut at 8.55am**
- Children arriving after **8.55am** are required to come into school via the school office. **If accompanied by a parent/carer they must sign them into school using our late slips and MUST provide a reason for their lateness, which is recorded along with the minutes late.**
- At **9.05am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;



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

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support.

We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve.

An individualised early help plan will be agreed and subsequently reviewed. Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

Local Authority attendance support services Local Authority Attendance Specialists work strategically by offering support to schools, families, and other professionals to reduce persistent absence and improve overall attendance. Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful.

If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice or prosecution in the Magistrates Court or the application of an Education Supervision Order, designed to strengthen parental responsibilities and ensure improved attendance.

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

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

The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:

Name: Maisy Hoath

Email address or contact details: admin@hadleigh-inf.essex.sch.uk



School Attendance and the Law

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

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

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

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

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

See Annex B for the Essex Code of Conduct.

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

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



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

At *Hadleigh Infants and Nursery School* 'exceptional circumstances' will be interpreted as:

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

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

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Deletion from Roll

For any pupil leaving Hadleigh Infants and Nursery School, other than at the end of year 2, parents/carers are required to provide this request in writing. This must include their child's name, their new destination and the reason for leaving. If you are moving then we must have your new address as well. This information is essential to ensure that we know the whereabouts and appropriately safeguard all our pupils, even those who leave us.

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

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment. We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Summary

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend school, on time, every day. All school staff and the Governing Body are committed to working with parents and pupils as this is the best way to ensure as high a level of attendance at our school as possible.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf

All pupils

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

Pupils at risk of becoming persistently absent

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

Persistently absent pupils

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

Severely absent pupils

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

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

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

Annex B

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

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

Annex C



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

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

<p>Who may be fined?</p> <p>Penalty Notice Fines are issued to each parent who allows their child to be absent from school.</p> <p><u>For example:</u> 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.</p>	<p>National Threshold</p> <p>There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.</p> <p>These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).</p> <p>For example: a 5 day holiday would meet the national threshold.</p> <p>The 10-school week period can span different terms or school years.</p>
<p>First Offence</p> <p>The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:</p> <p>£80 per parent, per child if paid within 21 days.</p> <p>Increasing to £160 if paid between days 22-28.</p>	<p>Second Offence (within 3 years)</p> <p>The Second time a Penalty Notice is issued for unauthorised absence the amount will be:</p> <p>£160 per parent (who allowed the holiday), per child, payable within 28 days.</p>
<p>Third Offence and Any Further Offences (within 3 years)</p> <p>The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court.</p> <p>Prosecution can result in criminal records and fines of up to £2,500.</p> <p>Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.</p>	

Annex D – Illness Absence Guidance

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

