

Attendance Policy



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1. Introduction and Background

Allington Primary School, part of the Orchard Academy Trust, recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

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

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

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

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

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

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

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

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

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school 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 the Orchard Academy Trust that pupils must attend every day, unless there are exceptional circumstances, and it is the headteacher, not the parent/carer, who can authorise the absence.**

2. Promoting Regular Attendance

At Allington Primary School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our schools' ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

- The name and contact details of the Senior Attendance Champion is Mrs Burton-Grange. Mrs Burton-Grange can be contacted via the School Office on 01622 757350 or office@allington.kent.sch.uk.
- Mrs Burton-Grange is supported in the role by our Family Liaison Office, Mrs Hughes. Mrs Hughes can be contacted via the School Office on 01622 757350 or office@allington.kent.sch.uk.

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

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Promote the benefits of high attendance;
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

Who is Responsible for Attendance at Allington?

- Parents – Parents must ensure that their child/children of compulsory school age receives appropriate full-time education according to their age, ability and aptitude. A parent is guilty of an offence if their child of compulsory school age, who is registered at a school, fails to attend regularly (The Education Act, 1996). Parents therefore have ultimate responsibility for ensuring their children are in school when they should be. At Allington, parents also have responsibility for informing the school of any absences.
- Pupils – Pupils should recognise the importance of school attendance and understand that once they are enrolled with a school, attendance is not optional. Pupils should work

alongside their parents and the school to ensure that they have good attendance, including engaging with the school team to help them overcome any worries or concerns and implementing any strategies recommended to them to support their attendance at school.

- The Admissions Officer- monitors daily attendance and records this on our Management Information System (MIS). They will make contact with parents where the reasons for an absence are unreported by parents. The Admissions Officer ensures that daily attendance data is shared with the Department for Education (DfE).
- The Class Teachers - notice and share with SLT and the Inclusion team any factors that may be influencing a child's attendance, or may impact it on the future. They will also work in collaboration with the Inclusion Team and parents to implement any recommended strategies.
- The Family Liaison Officer (FLO)- monitors attendance alongside the admissions officer and will work with parents to notify them of any issues with their child's attendance. They will send letters, offer meetings to discuss how the school and family can work together to improve attendance and where appropriate, liaise with external agencies including the Local Authority. Mrs Hughes can be contacted via the School Office on 01622 757350 or office@allington.kent.sch.uk.
- The Inclusion Manager – the designated member of the Senior Leadership Team with overall responsibility for improving attendance. They also proactively use data to identify pupils and cohorts at risk of low attendance and identifies strategies to support them, recognising the need to maintain the same ambitions as for any other pupil or cohort. Mrs Burton-Grange can be contacted via the School Office on 01622 757350 or office@allington.kent.sch.uk.
- The Headteacher- monitors attendance with the Inclusion Manager, the FLO and the class teachers and reports absence figures to governors, as well as the steps that have been taken to address attendance issues. Mrs Howson can be contacted via the School Office on 01622 757350 or office@allington.kent.sch.uk.
- Governor with Responsibility for Attendance – will meet with the staff managing day-to-day attendance to monitor the procedures in place and will feedback to other members of the governing body.
- Local Authority – where day-to-day procedures and support strategies are not resulting in improved attendance, the school will engage with Inclusion and Attendance Advisors or School Liaison Officers at the Local Authority who will provide further advice and support and may pursue legal interventions.

3. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

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

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents/carers to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

3.1 Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents/carers to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

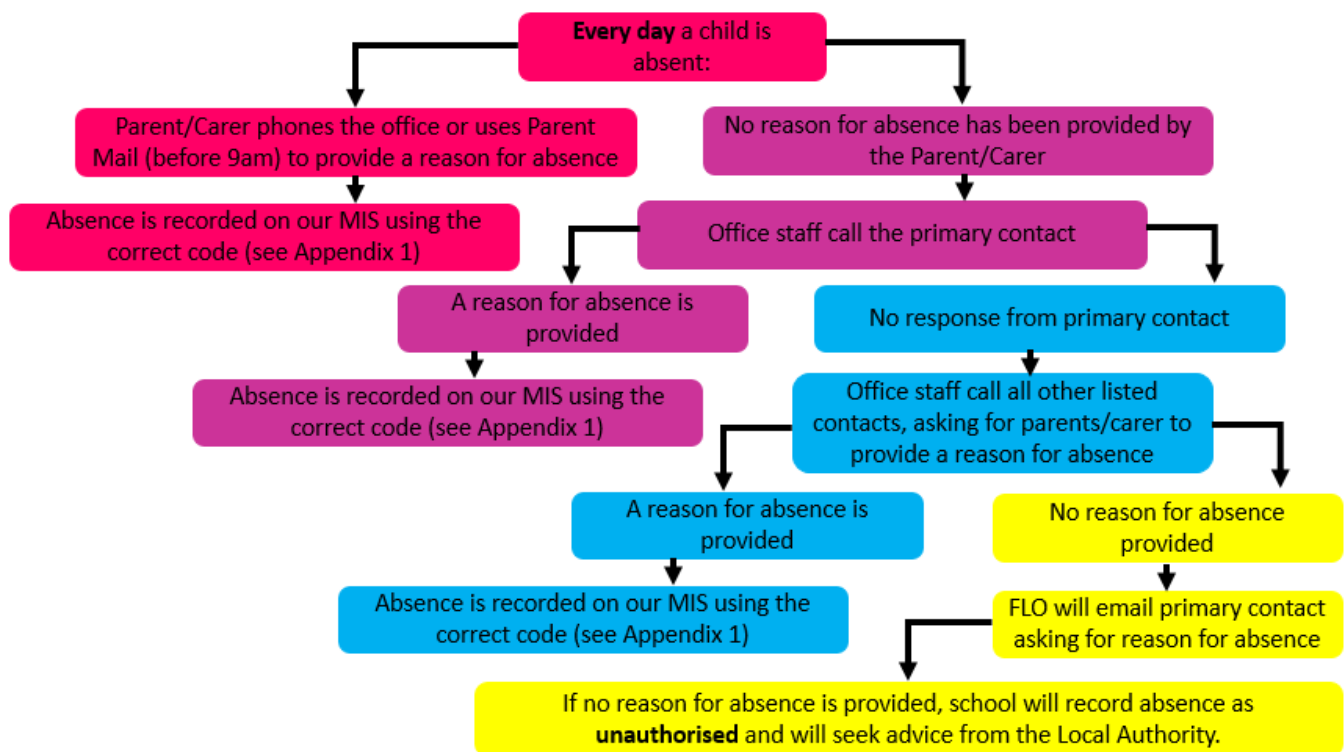
A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

4. Absence Procedures

Day-to-Day Attendance Monitoring

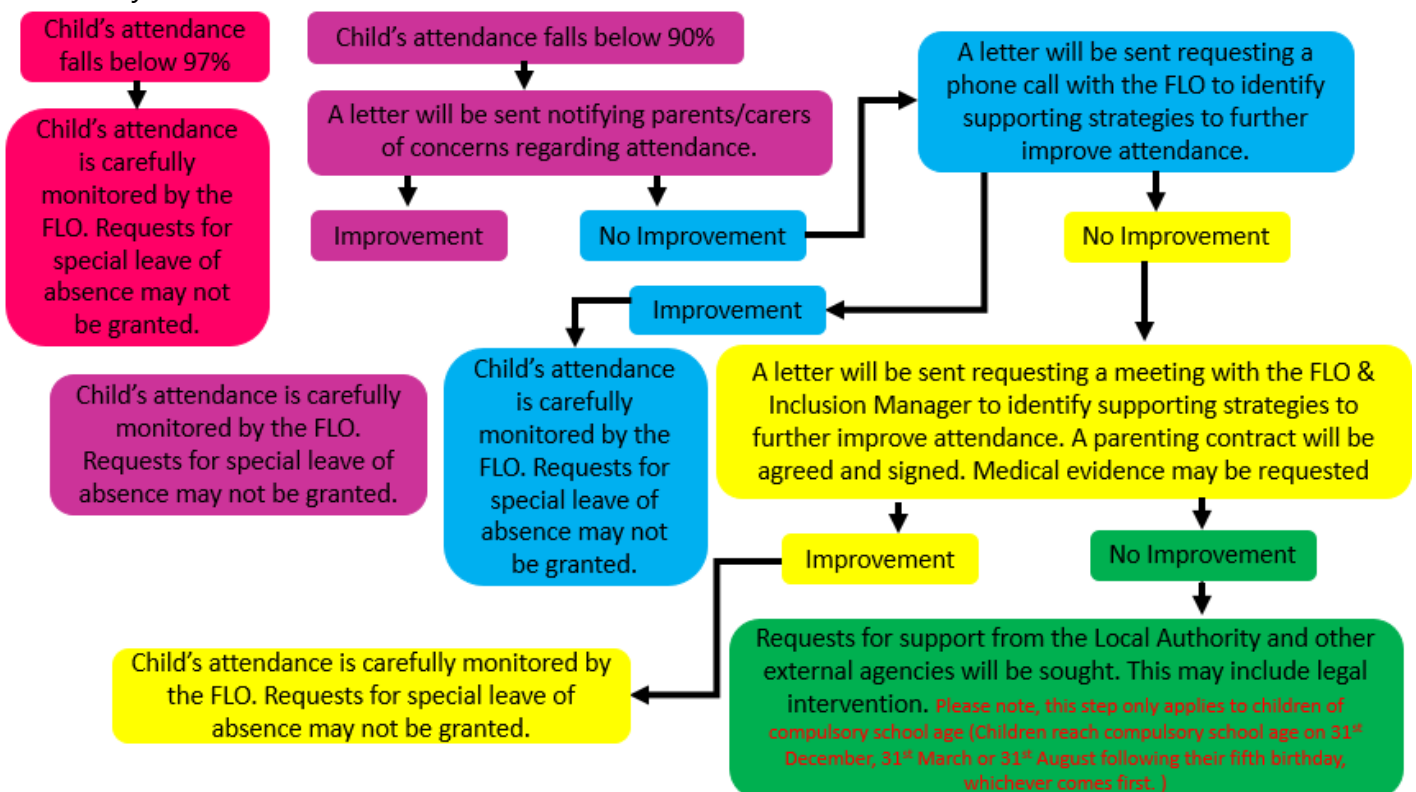
The name and contact details of the school staff member pupils and parents/carers should contact about attendance on a day to day basis is Miss Field and absence notifications can be made using the absence reporting tool on Parentmail, or by contacting the office on 01622 757350.

Parents have a legal duty to ensure that their child(ren) attend school regularly and arrive on time. The diagram below outlines the procedures that are taken by the School when a child is recorded as absent in the register:



Long-Term Attendance Monitoring

Formal attendance monitoring happens throughout the year, and all parents will be provided with a full attendance report at the end of the academic year. We feel strongly that good attendance correlates with strong academic, social and emotional outcomes and as a result, we have an ambitious target of 97% for attendance. The diagram below outlines the procedures taken by the school:



Support-First Approach:

We work on a 'support-first' approach, with punitive measures only being taken if there has been no improvement to attendance following regular and consistent dialogue between the School and the parents and the trial of strategies, which may be implemented at home or at school, or both. The following are examples of the types of support available to Allington and families when there are concerns about attendance:

- School staff attendance at Attendance Network Meetings and collaborative meetings with other schools to share best practice
- School staff engagement with Targeted Support Meetings offered by the Local Authority to discuss whole school attendance and anonymous, individual cases
- Support to implement consistent routines at home, including bedtime and morning routines.
- Use of visual timetables, both at school and at home
- Access to emotional wellbeing intervention at school
- Promotion of resilience strategies at home
- Positive talk about school and school attendance, both at school and at home
- Referrals to external agencies for exploration of additional needs including but not limited to the Specialist Teaching and Learning Service, School Health and Community Paediatrics.
- Referral to Early Help for support at home regarding attendance and/or parenting.
- Requests for support from the Local Authority, in the form of individual case advice, requests for attendance at meetings or initiation of legal intervention.
- Parenting advocates provided through services such as the Independent Advice and Support Service (IASK)

Support will be agreed upon and written into a Parenting Contract (see Appendix 4) as recommended by the Local Authority. Where families fail to engage with support agreed upon in the contract, referrals will be made to the Local Authority for further support and guidance.

5. Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher. Pupils are expected to arrive at school on time and our timings for the school day are as follows:

Gates open	8:35am
Gates close	8:45am
Registration starts	8.45am
End of the day	Reception: 3:10pm Key Stage 1: 3:15pm Key Stage 2: 3:20pm

How we manage lateness:

- Pupils are asked to arrive at school between 8:35am and 8.45am each morning. The gates will be locked promptly at 8:45am. Pupils arriving after 8.45am are required to come into school via the school office, accompanied by their adults in order to check they have been signed in and that they have been booked for a school dinner if necessary.
- Arrival after 8.45 am and before 9.15 am will be recorded as late (code= L).
- At 9:15 am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U’, but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;
- From time to time a member of school staff will undertake a ‘Late Gate’ check, greeting late arrivals at the main entrance to the school.

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

6. 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/carers and the child. If a parent/carer thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

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

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

See Appendix 1 for summary tables of responsibilities for school attendance.

The school has a legal duty to promote good attendance. Equally, parents have a duty to make sure their children attend regularly. School staff are committed to working closely with parents in order to ensure the highest levels of attendance possible are achieved. **For parents who require more detailed support on attendance, please contact the Inclusion Team (Mrs Burton-Grange and Mrs Hughes) on office@allington.kent.sch.uk or 01622 757350**

7. Local Authority attendance support services

Local Authority School Liaison Officers work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/carers are expected to work with the school and local authority to address any attendance concerns. Parents/carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Appendix 2 for the KCC Code of Conduct) or prosecution in the Magistrates Court.

8. 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/carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

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

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

9. 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 Appendix 2 for the KCC 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 Orchard Academy Trust 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 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/carer who has made the application is therefore allowing the leave of absence, and also that all parents/carers who are on the holiday are allowing the leave. Where a parent/carer 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 KCC Code of Conduct, in respect of each parent/carer believed to have allowed the absence.

Within the Orchard Academy Trust schools '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/carers are however advised to read with their children and encourage them to engage with the school's online home-learning platforms.

10. Deletion from Roll

For any pupil leaving Allington Primary School, other than at the end of year 6, parents/carers are required to complete a 'Pupils moving from school' form which can be obtained from the school office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

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

Children Missing in Education (CME)

The school will notify the Local Authority's School Liaison Officer that a child is to be considered CME if:

- A child leaves the school to attend another school and notification of the new school place is not received after ten school days.
- An absence is agreed and the pupil does not return after the agreed time, any additional absence will be classed as unauthorised and if they have not returned within 10 school days of the expected return date, the Education Service will be notified.

11. Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

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.

Appendix 1

DfE guidance Summary table of responsibilities for school attendance. (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:
Not applicable.	<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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<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>

Appendix 2

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

https://www.kelsi.org.uk/_data/assets/pdf_file/0017/62126/KCC-Penalty-Notice-Code-of-Conduct.pdf

Appendix 3

Illness Absence Guidance

<https://seureschools.essex.gov.uk/DisplayDocument.aspx?DocID=276>

[https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHS A-should-I-keep-my_child_off_school_guidance-A3-poster.pdf](https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHS_A-should-I-keep-my_child_off_school_guidance-A3-poster.pdf)

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

[DfE external document template \(childrenscommissioner.gov.uk\)](#)



ALLINGTON PRIMARY SCHOOL

Parenting Contract

Child's Name:		DOB:
Year & Class:		Date of Meeting
Address:		
<i>Parent/Carer details</i>		<i>Parent/Carer Details</i>
Full Name:		Full Name:
Address:		Address:
Tel:		Tel:
Attended Yes / No		Attended Yes / No
Other Family/Household Members:		
Attendees:		
Actions to date by school and other agencies:		
Summary of concerns:		Attendance %

Additional Information:**School Nursing referral required? Yes/ No****Early Help involvement appropriate? Yes/ No****Parenting Programme requested by parent? Yes/ No****Targets agreed:****Attendance review date:**

Failing to reach agreed targets may result in referral to the Local Authority School Liaison Officer. In some cases, schools may be advised to put in a request for a Penalty Notice. Penalty Notices are issued to each parent of each child and the amount of the penalty will be £120 to be paid within 28 days, reduced to £60 if paid within 21 days. Failure to pay the penalty in full at the end of the 28-day period may result in prosecution by the Local Authority.

I/We will do what has been agreed in this meeting.**Signed:**

Pupil (if appropriate)

Parent/carer

Parent/carer

School staff

Agency



ALLINGTON PRIMARY SCHOOL

Absence Request

From September 2013 the Department for Education has amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teacher’s ability to authorise leave of absence for a family holiday. Following this amendment requests for holidays in term-time will not be authorised as the Regulations only allow the Headteacher to authorise absence (leave) in “exceptional circumstances”. An “exceptional circumstance” would have to be defined as an unavoidable cause e.g., a one-off emergency situation which prevents the child from attending school.

The Headteacher will consider each request for absence individually but can only grant such requests in exceptional circumstances. There is no right of appeal as the authorisation of the absence is the sole responsibility of the Headteacher. The Headteacher cannot give retrospective approval so any request should be made in advance by least 1 week. Please be aware that additional evidence may be requested when considering a request.

Exceptional circumstances may include:

- Family trauma, serious illness/death of a close relative to the family
- To attend a wedding of a family member
- Attending functions in line with culture and or religion
- Specialist examination (letter from the provider is required as evidence)

All requests for leave of absence must be made using this form. Completed forms must be returned to the school office. If you require help completing this form, please contact the school office and staff will be happy to assist you.

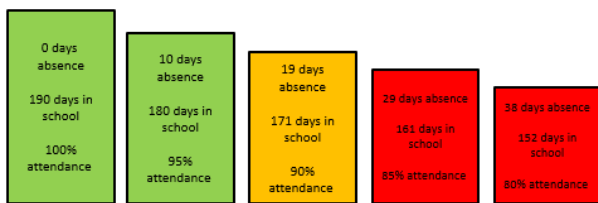
Although each request will be considered individually, we will not authorise leave of absence in term time under the following circumstances:

- During assessment periods
- Where the child is persistently absent, including because of ill health (unless certified by medical evidence), existing attendance record will be considered in making the decision whether to grant the leave e.g. absence will not usually be authorised if it takes a pupil’s absence record below 90%.

Parents have a legal duty to ensure that their children of compulsory school age receive a suitable full time education through regular attendance at a school or otherwise (ie home education) (Section 7 Education Act 1996). If a child who is of compulsory school age, who is registered at school and fails to attend regularly, it is the parent that will be guilty of an offence (Section 444 (1) Education Act 1996). Parents whose children have sustained or repeated unauthorised absence may be subject to a referral to the Local Authority for further action.

We have a shared responsibility to ensure that the law is upheld and it is important that your child attends school regularly in order to achieve their full potential. The following table outlines the impact of lost learning time:

There are **365 days** in a year and **190 days** in a school year.
This leaves **175 days** for holidays, family gatherings, birthday treats and non-medical appointments.



Good Attendance ← Poor Attendance ← Very Poor Attendance
Best Chance of Success ← Serious Impact on Education

Attendance	Absence	Lost Education in an Academic Year	Lost Education During the 7 Years of Primary School
90%	19 days	4 weeks	Over ½ a year missed
85%	29 days	6 weeks	Nearly 1 year missed
80%	38 days	8 weeks	Nearly 1 ½ years missed
75%	47 days	10 weeks	Nearly 1 ¾ years missed

For further information on attendance at Allington Primary School, please refer to our Attendance Policy which can be found on the school website - www.allington.kent.sch.uk

ALLINGTON PRIMARY SCHOOL

Request for Leave of Absence

I request that consideration be given for my child to be granted leave from school.

Name of Child: _____

Class: _____ No. of days: _____

From: _____ to: _____ (inclusive)

Please indicate your reason and state any **exceptional circumstances:**

Although each request will be considered individually, schools will not authorise leave in term time under the following circumstances:

- At the beginning of school terms
- During examination periods
- Where the child is persistently absent, including through ill health

Signed _____ (Parent/Carer) Date _____



For Office use

Authorised _____

Unauthorised _____

Reply slip _____

Scholarpack _____

Appendix 6

Attendance codes

Colour Key

Colour	Description
	Present
	Authorised Absence
	Approved Educational Activity - Counted as Present
	Unauthorised Absence
	Not Counted in Attendance Calculations

Register Code	Description
/	Present AM
\	Present PM
L	Late (before registers closed) marked as present
K	Attending education provision arranged by the local authority
C	Authorised absence as pupil is absent due to other authorised circumstances
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Authorised absence as pupil is excluded, with no alternative provision made
I	Illness (NOT appointments)
M	Authorised absence due to medical/dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
B	Approved education activity as pupil being educated off site (NOT dual registration)
P	Approved educational activity as pupil is attending an approved sporting activity
V	Approved education activity as pupil is away on an educational visit or trip

W	Approved educational activity as pupil is attending work experience
K	Attending education provision arranged by the local authority
G	Unauthorised absence as pupil is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
U	Unauthorised absence as pupil arrived after registers closed
D	Dual registered (at another establishment - NOT counted in possible attendance
X	Not required to be in school - for non-compulsory school age children
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances
#	Planned whole or partial school closure - NOT counted in possible attendances
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause