

ATTENDANCE POLICY

COLDEAN PRIMARY SCHOOL



"attendance is the essential foundation to positive outcomes for all pupils"

Working together to improve school attendance: DfE 2022

Statement of Intent

Coldean Primary School believes that regular school attendance is essential in enabling pupils to achieve their full potential.

Our objective is to:

- Ensure parents/carers follow the framework set out in section 7 of the Education Act 1996, which states that the parent/carer of every child of compulsory school age, shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Promote and model good attendance behaviour.
- Implement our policies to reflect inclusivity and fairness in accordance with the Equality Act 2010.
- Offer early intervention support and work with other agencies to ensure the health and safety of our pupils.

Rewarding regular attendance.

The Law on School Attendance

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

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

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) (applies from 19th August 2024)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2024/1000/contents/part-1) (applies from 19th August 2024)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- Children Missing Education Policy
- Attendance Officer Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

Linked Policies and Guidance

This policy works in conjunction with the following school/LA policies/guidance:

- Flexi-schooling
- School Avoidance
- Children Missing in Education Policy
- Reduced Timetables
- Traveller Education Policy
- Managing Medicines in School

Definitions

The following definitions apply for the purposes of this policy:

Authorised Absence (this list is not limited to):

- An absence for sickness
- Medical or dental appointments which unavoidably fall during school time
- Religious or cultural observances for days set aside by a religious body, for which the school has granted leave
- An absence due to a family emergency, taken with the school's permission

Unauthorised absence (this list is not limited to):

- Parents/carers keeping children off school unnecessarily or without reason
- Truancy during the school day
- Absences which have not been properly explained
- Arrival at school after the close of registration
- Absence due to unofficial responsibilities at home
- Absence due to birthdays
- Absence due to term-time trips and holidays that have not been authorised by the school
- Leaving school without reason/the school's permission during the day

Persistent absenteeism:

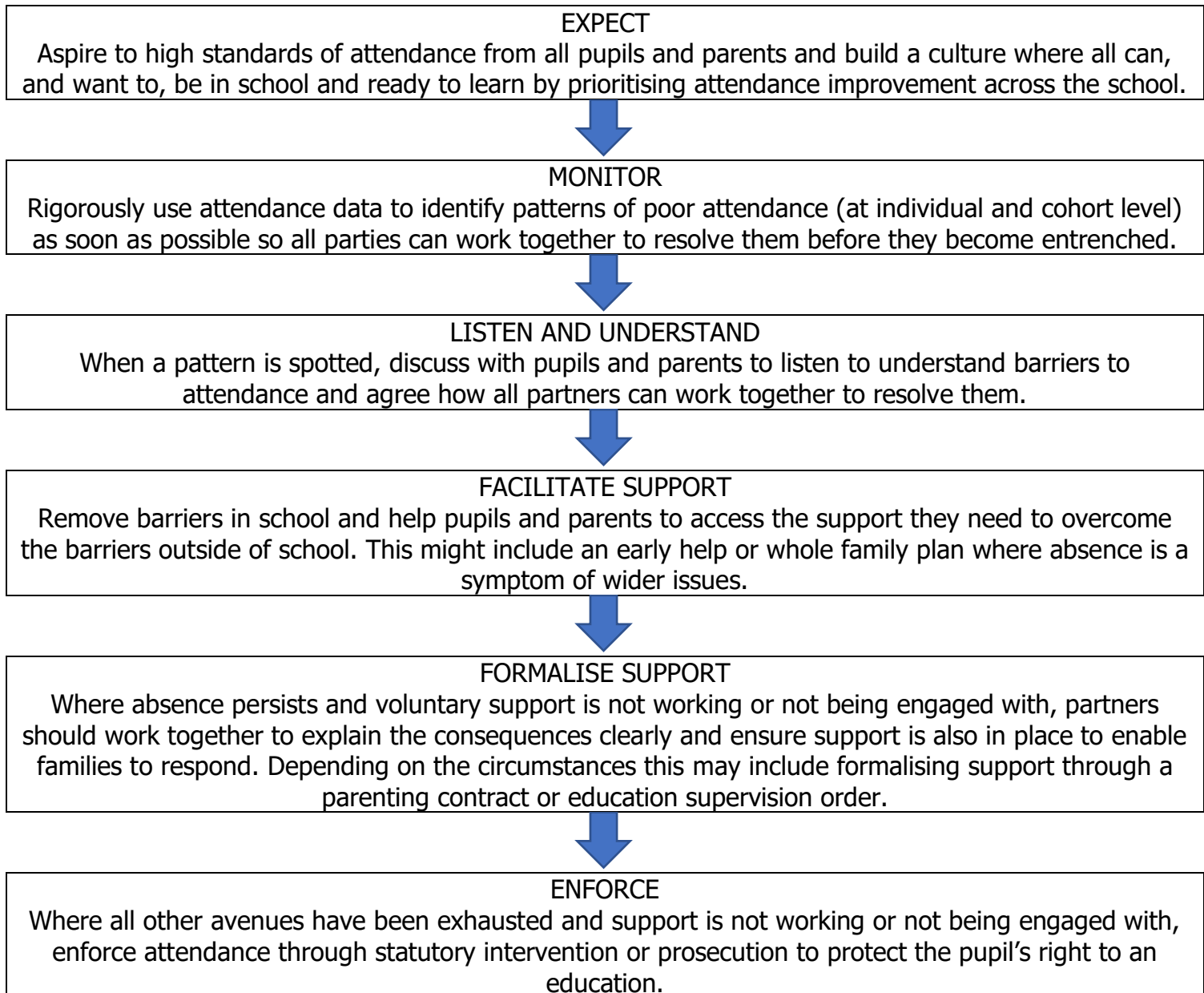
- Missing 10 percent or more of schooling across the year for any reason

Severe absenteeism:

- Missing 50 percent or more of schooling across the year regardless of reason

Working in partnership to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



Parental involvement

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

Parents/carers will be expected to:

- Build positive and respectful relationships with school staff
- Engage with school support when offered
- Call staff for help when needed (school office: 01273 094911)

- Communicate with the school about possible circumstances which may affect their child's attendance or require support
- Inform the school of any change of address and ensure contact details are up-to-date

What do the numbers actually mean?

In a perfect world everyone would be in school for the full 190 days every year.

Without missing any days the children would achieve 100 percent attendance.

Being realistic we understand that children sometimes get ill, therefore we aim that all children are in school for a minimum of 96 percent of the year.

In an exam most people would be happy to get 80 or 90 percent. However, when talking about attendance these figures actually mean children have missed a significant amount of days learning. And the number of days missed gets bigger for each percentage as the year progresses.

If attendance is at ...	by the end of Autumn Term (out of a total of 70 days) your child has missed	by the end of Spring Term (out of a total of 60 days) your child has missed	by the end of Summer Term (out of a total of 60 days) your child has missed
100%	0 days of learning	0 days of learning	0 days of learning
96%	3 days of learning	5 days of learning	7.5 days of learning
95%	3.5 days of learning	6.5 days of learning	9.5 days of learning
90%	7 days of learning	13 days of learning	19 days of learning
86%	10 days of learning	18 days of learning	27 days of learning
80%	14 days of learning	26 days of learning	38 days of learning
50%	35 days of learning	65 days of learning	95 days of learning

Please note figures are rounded to nearest day/half day

If a child is sitting with attendance around 90% by the end of the year they have missed almost 4 weeks (a month) in school.

It stands to reason that by missing more days in school children make less academic progress than their classmates who attend regularly. Not coming to school has a negative impact on the progress children are making in their learning. By missing out on regular schooling some children are having to constantly try to play catch up. Having chunks of knowledge missing really disadvantages children compared to their classmates (for instance if they miss out the lesson that explain what a fraction is they will really struggle when they start doing calculations involving fractions with different denominators).

By not attending school regularly children also miss out on spending time with their friends. Infrequent attendance can have a negative impact on children's friendships.

Being absent from school can increase anxieties and have a detrimental effect on children's mental health due to the fact that friendship groups move on while they are away from school.

These issues can be overcome by simply ensuring children attend school every day.

Pupils are expected to attend school every day and will sign an agreement at the beginning of each school year, to agree to keep their attendance at, or above, **96 percent** throughout the year.

Attendance expectations at Coldean Primary School

Punctuality

Children are expected to be at school every day on time. Register is taken 5 minutes after the doors open.

Year Group	Doors Open	End of School Day
Reception	8:50am	3:10pm
Years 1 and 2	8:40am	3:10pm
Years 3 to 6	8:40am	3:15pm

Registers are taken as follows throughout the school day:

- Registers are marked by **9:20am**. Pupils will receive a late mark if they are not in their classroom by this time.
- The register closes at **9:30am**. Pupils will receive a mark of absence if they do not attend school before this time.
- Pupils attending after **9:30am** will receive a mark to show that they were on site, but this will count as a late mark.
- After lunch, registers are marked within 5 minutes of returning to class from lunch. Pupils will receive a late mark if they are not in their classroom by this time.

Any late children must enter the school via the front office with their parent/carer and the late book must be completed.

If children are not picked up on time at the end of the school day, the teacher will take them to the front office and office staff will phone parents/guardians.

If you know you are going to be late for pick-up it would be helpful if you contact the school on 01273 094911 so we can let your child know and alleviate any worries they may have.

Sickness

Children do get ill which does mean they may need to have a few days off school. I am aware however that sometimes children are missing school when they could be in the building. The traffic light guidance below may help you decide if your child is well enough to come into school.

If your child is having a regular, reoccurring medical issue please let us know. We could get the school nurse involved and hopefully address your child's medical needs and improve their attendance.

RED – STAY AT HOME Sickness & Diarrhoea 48 hours must have elapsed before a child can return to school from the last episode.	AMBER – SEEK ADVICE Headache, Feeling Sick, Tummy Ache Children often feel unwell if they are anxious, if in doubt contact the school for advice.	GREEN – COME TO SCHOOL Mild cough, Cold, Sore Throat, Feeling Tired We will always contact you if your child is ill during the school day
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If your child is ill please inform the school by:

- sending a message via the Compass App
- calling the front office on 01273 094911
- emailing Dawn Andrews (office@coldean.brighton-hove.sch.uk)

Appointments

We request that, where possible, routine medical and dentist appointments are arranged outside school hours as these appointments will affect your child's percentage attendance.

We do understand that some appointments, such as hospital consultations are not always possible to arrange outside of school hours. However, if your appointment time allows your child to come to school for registration and then leave later this will have a positive impact on their attendance. Likewise, if they are able to be back in school after their appointment this will also have a positive impact.

Holidays in Term Time

The DfE statutory guidance states that "Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation, to be an exceptional circumstance." It also states that "a school cannot grant leave of absence retrospectively."

The school will require parents to observe the school holidays as prescribed; therefore, the headteacher will be unable to authorise holidays during term-time in most cases. The headteacher will be only allowed to grant a leave of absence in exceptional circumstances. Applications will be made in advance. Any leave of absence is at the discretion of the headteacher. Any requests for leave during term-time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Examples of possible exceptional circumstances:

- Where it is company/organisational policy for an employee to take leave at a specified time in the year and there is no opportunity for a family holiday in school holidays. This must be supported by documentation from the organisation.
- Service personnel returning from/scheduled to embark upon a tour of duty abroad.
- A major family event such as the wedding of an immediate family member
- Serious or terminal illness of a close relative
- Significant family trauma has occurred and it is believed that a break is in the child's best interests.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above **10 percent** for any reason

For term-time absence to be granted:

- a) Permission must be requested at least two weeks before the absence begins.
- b) Permission must be requested by the parent/carer who the pupil normally lives with.
- c) A parent/carer must explain in writing/by completing a Leave of Absence request form why they believe the circumstances to be exceptional and provide all necessary evidence to the school at the time the request is made.

It is the parent/carer's responsibility to provide evidence when making the request.

If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

A term-time absence taken without the school's written permission may trigger a Fixed Penalty Notice, which is issued by the Local Authority.

We fully understand that it is cheaper to go on holiday during term time but as a school we can only authorise an absence during term time in exceptional circumstances. A cheap deal is not deemed an exceptional circumstance.

If children need to be taken out of school during term time parents/carers need to complete a Leave of Absence Form – available from the school office (see Appendix 1)

Fixed Penalty Notices

The national threshold for triggering a Fixed Penalty Notice is met when a pupil has been recorded as having had unauthorised absence for 10 or more sessions (5 or more school days) in a period of 10 school weeks. One or a combination of the following codes count as unauthorised absence:

- G-codes (unauthorised term-time holiday)
- N-codes (no reason yet provided for absence)
- O-codes (poor attendance)
- U-codes (lateness after close of registration)

The first fine is £160 *per parent/carer per child*, if paid within 28 days, reduced to £80 if paid within 21 days.

If a second fine is issued to that parent/carer within a period of 3 school years, the fine is £160 *per parent/carer per child* to be paid within 28 days and there is no reduction if paid within 21 days.

A third penalty notice cannot be issued to the same parent/carer in respect of the same child, within 3 years of the first fine being issued. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action could be taken, such as prosecution.

There is no right of appeal once a Fixed Penalty Notice is issued, so disputes over how an absence is classified must be settled with the school before the absence is taken.

Full details relating to Fixed Penalty Notice amounts and thresholds can be found in the Code of Conduct on the Brighton & Hove City Council website.

Religious observances

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals. Parents will be required to inform the school in advance if absences are required for days of religious observance.

Modelling, sport and acting performances/activities

The school will ensure that all pupils engaging in performances/activities (whether they, or another person, receives payment or not), which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below **96 percent**. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Young carers

The school understands the difficulties that face young carers, and will endeavour to identify young carers at the earliest opportunity, as well as through their time at the school. A caring and flexible approach will be taken to the needs of young carers and each pupil will be examined on a case-by-case basis, involving other agencies if appropriate.

The school, in conjunction with relevant authorities, will implement support for pupils who are young carers, to encourage their sustained and regular attendance at school in line with the school's expectations.

First day absence protocols

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The Office Manager will carry out the following procedures on a child's first day of absence.

- Check app messages/emails and answer phone messages for any notification of pupil absence.
- Update register with information about absence received from parent/carer.
- Check all completed registers and contact parents/carers of any children who are absent via the app (*Your child is not in school today. Can you please contact us with a reason via app message pr 01273 094911 or office@coldean.brighton-hove.sch.uk*) and also via email (*Dear Parent/carer of student.firstname student.surname.form We see from our records that your child is not in school today date.today Please can you contact us with a reason ASAP 01273 094911. Many Thanks. Miss Andrews.*)
- If we do not hear anything within 30 minutes, telephone parent/carer.

Expectations in the Early Years

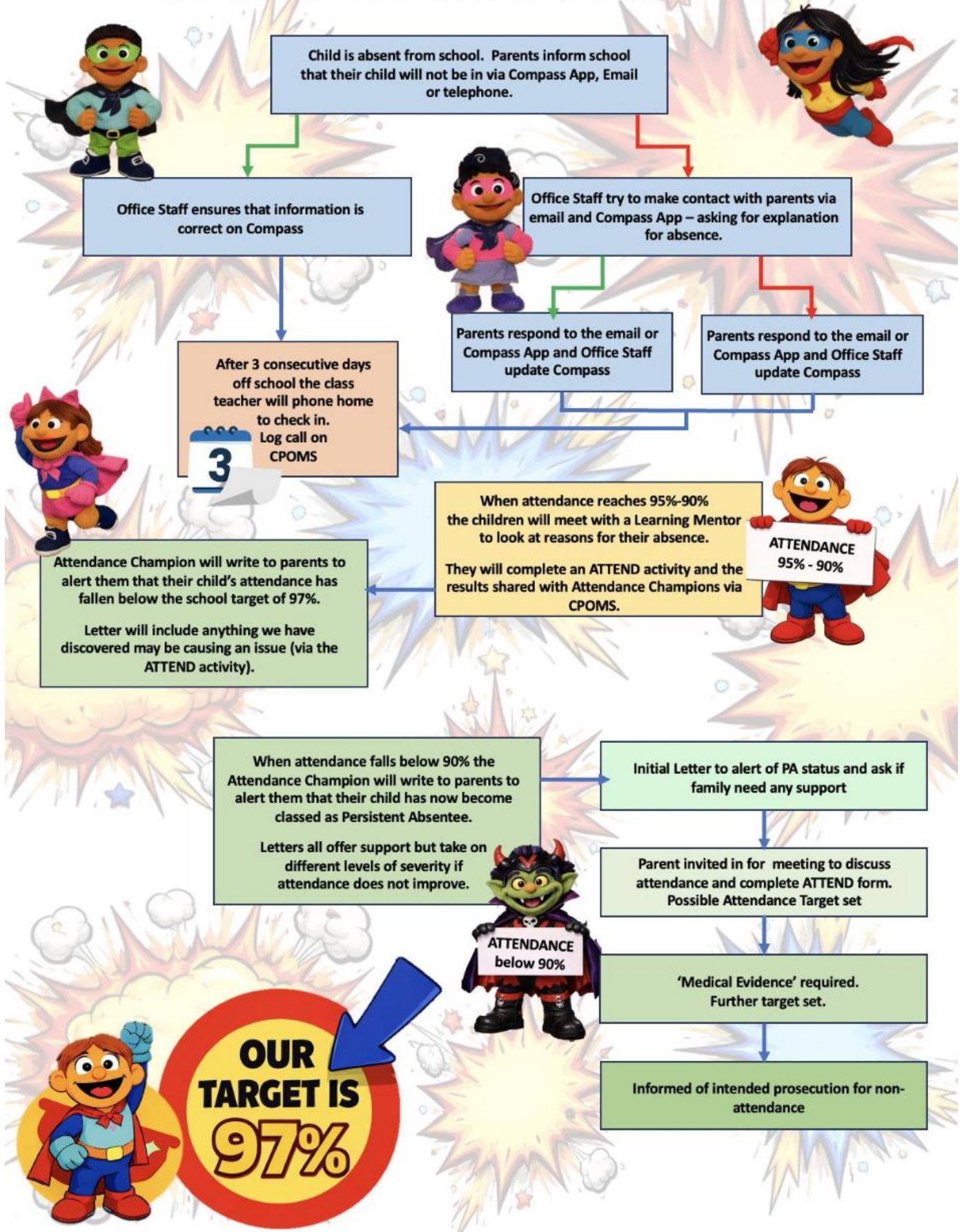
Children reach statutory school age the term after children turn 5. On admission to the school the expectation is that children attend school regularly, like every other child in the school. This is to support their learning and development, to make sure that they are kept safe and they do not miss out on their entitlements and opportunities. Good attendance promotes good outcomes for children.

Due to the fact that regular attendance in Early Years builds up good attendance habits we monitor attendance for all children in Reception, regardless of the term they were born.

Named Adult Support

For families who are struggling with attendance we will assign a named member of staff who will be the main 'attendance contact' for that family. This member of staff will make weekly contact with home and also have regular chats with the pupils. Contact should be positive and used to develop/strengthen the relationship between home and school.

Attendance Communications



Responsibilities of staff

Staff Member	Role	Contact Information
All class teachers	- Completing the daily register in the morning and afternoon - Academic advisors for missed learning.	01273 094911
Dawn Andrews (Office Manager)	- Initial contact for pupil absence - Daily register checks to ensure absence is coded properly - Action 'First day absence protocols' - Manage the 'Late Book'	01273 094911
Stuart McConnachie (Headteacher)	- Senior leader responsible for attendance - Fortnightly Attendance Monitoring with EWO and any follow-up Meetings	01273 094920
Sue Fears (Pupil Welfare Officer)	Education Welfare Officer who co-ordinates attendance support and communication between school/families/external agencies	01273 094908
Rebecca Oussa	Attendance Governor	01273 094911

Class Teachers

- Teachers take the attendance register **at the start of each school day** and **at the start of the afternoon session**. This register will record whether pupils are:
 - Present
 - Absent
- If a child has had two periods of absence within a 4 week period the teacher will phone the parent/carer to update the parent on what they children have missed out on and explain how their absence is impacting on their progress against their peers. Teachers will also ask if there is anything the parent needs to get the children into school regularly. This conversation will be recorded on CPOMS under the category 'Attendance' (e.g. *Phoned parents to highlight that CHILD is falling behind their peers in phonics. Asked if any support is required. Parent said everything is fine CHILD has just been poorly.*)
- If staff are concerned about a pupils' poor attendance they must alert the Headteacher. This should be via CPOMS.

Office Manager

- Check app/emails and answer phone before school to record any pupil absence using the correct Attendance Code (found in Appendix 2).
- Carry out the 'First day absence protocols'
- Provide parents/carers with 'Leave of Absence Request Forms'
- Complete all paperwork for suspensions/exclusions (sending to parents/carers, Local Authority and updating CPOMS)

- Alert Attendance Team (via CPOMS) of any family that you have not been able to get in contact with for 3 days.

Headteacher

- Ensuring the Attendance Policy is implemented fully – including how good attendance is rewarded.
- Weekly conversation with Pupil Welfare Officer to monitor attendance:
 - complete Attendance Paperwork for individual children.
 - identify any families who need a soft touch communication to try and address any low level attendance concerns.
 - adhere to the robust escalation procedures and decide on the correct correspondence to address any attendance concerns.
- Complete home visit 'spot checks' for any child who is absent for 3 or more consecutive days.
- Attend or lead attendance reviews in line with escalation procedures.
- Complete ATTEND forms (see Appendix) when required to assess need with parents.
- Ensure Attendance is kept high profile in the school. This could be via an 'Attendance Display', regular attendance news in Newsletters and/or termly 'Attendance Newsletter'
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Reward pupil attendance.

Pupil Welfare Officer

- Attend weekly meeting with the Headteacher to monitor attendance.
- Complete any follow up activities following Attendance Meetings (telephone calls and letters).
- Conduct home visits with the headteacher when required.
- Complete ATTEND forms when required to assess need.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where a pupil becomes at risk of PA, the Pupil Welfare Officer will:

- Welcome pupils back following any absence.
- Meet with pupils and a Learning Mentor to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establish plans to remove barriers and provide additional support.
- Lead **fortnightly** check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.

Learning Mentor

- Complete ATTEND forms/cards when required to assess need and feedback to Head and Pupil Welfare Officer.

The Local Authority

The LA have the ability to gather attendance data directly from the school system via Study Bugs. They also:

- Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
- Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.
- Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
- Offer opportunities for all schools in the area to share effective practice.
- Hold a termly 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.
- Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.
- Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
- Regularly monitor the attendance of children with a social worker in their area.

The Governing Body

- Regularly review attendance data at board meetings (including looking at school-level trends and benchmarking with other schools)
- Pay particular attention to pupil cohorts that have had poor attendance historically or face entrenched barriers to attendance. For example, pupils:
 - With a social worker
 - From a background or ethnicity where attendance has been low
 - With a long-term medical condition
 - With special education needs and/or disabilities (SEND)
 - Who are eligible for free school meals
- Work with senior leaders to set goals or areas of focus for attendance and providing challenge and support on these areas

To scrutinise the school's absence and attendance rates, governors ask senior leaders using questions in APPENDIX 5

Training of staff

All school staff are expected to promote a focus on attendance and recognise the importance of early intervention. As part of their induction and refresher training, staff will be able to identify potentially "at-risk" pupils and understand that absence can indicate wider issues requiring support. If support is unsuccessful or not engaged with, all staff will be aware of escalation processes.

Pupils at risk of persistent absence (PA)

The school will ensure it provides support to pupils at risk of persistent absence (PA), in conjunction with all relevant external authorities, where necessary.

The Headteacher will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Review attendance fortnightly.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.
 - Creating attendance clinics/meetings.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care.

Where a pupil becomes at risk of PA, the school will:

- Welcome pupils back following any absence.
- Meet with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establish plans to remove barriers and provide additional support.
- Lead **fortnightly** check-ins to review progress and the impact of support.
- Make regular contact with families to discuss progress.
- Consider what support for re-engagement might be needed, including for vulnerable groups.

The school attendance system will be used to give an accurate and informative view of attendance, reasons for absence and patterns within groups, including:

- Children in need
- LAC
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND

Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is **97 percent**.

This policy will be reviewed **annually** by the headteacher. The next scheduled review date for this policy is **June 2027**.

Any changes made to this policy will be communicated to all relevant stakeholders.

'What Happens When' to celebrate school attendance?

Daily	
Class teachers will promote good attendance – referring to trying to get a rosette at the end of the week.	
Headteacher and Pupil Welfare Officer will actively remember to chat to children with low attendance to reassure them how lovely it is to see them in school.	
Weekly	
Friday Assembly: • Call Attendance Heroes to the front and give them the slip of paper with their class's weekly attendance on it. • Class Attendance Heroes announce their class attendance. If it is 97%+ they will collect a rosette and put it on their class rectangle on the hall display. • After Assembly the Attendance Hero will update their weekly class attendance on their classroom door.	
Half Termly	
Class reward for the class(es) with the most 97%+ weekly rosettes.	
All children who have a '97%+ Attendance' will be rewarded with a certificate and an attendance prize (selected and distributed by their class Attendance Hero)	
Half Termly Class Attendance will be displayed prominently on the school website.	
Last day of half term Head/Deputy resets the Attendance Display in the Junior Hall.	
Termly	
Select 1 pupil from each class to be the Attendance Hero.	
Criteria for an Attendance Hero is they must have an Attendance of 97% for the previous term.	
Attendance Heroes added to the Attendance display	
Newsletter with an Attendance Focus produced and shared with all Stakeholders.	
Annually	
Attendance Display updated in the Junior Hall.	
All teachers meet with Head and/or Child Welfare Officer to discuss historical attendance issues at point of transition.	

Possible Attendance Issues and Actions

Sporadic absence in Autumn Term but history of PA

Send letter to parents/carers which states that we want to prevent the child becoming persistently absent this year and asking how we can help? The letter can also offer other support depending on the capacity within the school. You may choose to telephone the parent to make it less formal – this should be recorded on school system (e.g. CPOMS)

Possible Support:

- Family Worker
- Named member of school staff for weekly check-ins and support
- Check Attendance Record for previous intervention and support
- ATTEND form

Pattern of days off over a period of 3 weeks

Send letter to parents/carers stating that you have noticed the pattern of days. The letter will ask if there is a specific issue on those days and offer discussion about the challenge on those days. Again this could be a telephone call – this should be recorded on school system (e.g. CPOMS).

Possible Support:

- Meet and greet on problematic days.
- Offer of Breakfast Club or slightly different start time to overcome any issues.
- ATTEND Form

Holiday in September

Send a letter to parents outlining the fact that the holiday has now meant that their child is classed as a persistent absentee and it will take until ***specific date** for their attendance to get over 90% (and that is as long as they don't have any sickness later in the term).

Possible Support:

N/A

Time off for family event

Grant up to 3 days if appropriate (travel and event). These will be authorised. Subsequent days off will be unauthorised and if they go above 3 days then a fine will be issued.

Possible Support:

N/A

School makes contact with a family and you get an international tone.

Discussion with the family about the change in dial tone. Possible home visit to see if anyone is at home. When children return fine is issued.

Possible Support:

N/A

Children off with recurring health issues.

Contact the school nurse to meet with the family. Seek evidence of medical advice. Create a health plan to aid the child in school.

Possible Support:

- Health Plan
- Meet and greet
- Explore wider context.

Children off due to SEMH of parent.

Have a conversation with child/parent to identify challenges and possible support.

Possible Support:

- Named member of school staff for weekly check-ins and support
- Referral for Family Coach
- Referral to young carers
- Use ATTEND Form to structure conversation
- Parental routines (workshops)
- Food bank referral

Children off due to SEMH of child.

Involve the SENCO. Pastoral Support Plan put in place that offers wellbeing support in school e.g. free breakfast club, meet and greet, soft start.

RAG rate the different parts of the day using Just Right language to identify points that cause most stress and then look at ways to reduce anxieties at these points.

Possible External Support:

Absence rate reaches 50%

Once absence reaches 50% a referral must be made to both 'Front Door For Families' and also Children Missing in Education

External Support:

- Referral to 'Front Door For Families'
- Referral to 'Children Missing in Education'

Application by parent/carer for child's leave of absence from school during term time



Please note: Holidays will only be agreed in 'exceptional circumstances'

Pupil's name:		Address:	
Class:			

I wish to apply for my child to be absent from school during the following dates:			
Date of last day of school:		Date of return to school:	
Total number of school days missed:			

Reasons for absence from school: <i>*Please attach any supporting evidence to this form.</i>	

*I make application for my child names above to have authorised absence from school for the reason(s) stated. I understand that if this is not agreed then any absence will be treated as **unauthorised** and may lead to the issue of a **Penalty Notice** or a **Summons** for irregular school attendance.*

Name of parent/carer making application:			
Signed:		Date:	

PLEASE COMPLETE AND RETURN TO THE SCHOOL OFFICE AT LEAST 4 WEEKS IN ADVANCE OF INTENDED ABSENCE.

Leave of Absence Requests (for official use)

Name:		Class:	
Dates:		No. of days:	
Attendance this year:		Attendance last year:	
Other observations:			

Authorised:		Unauthorised:	
No Fixed penalty:		Fixed Penalty:	

Signed:				Date:	
Letter:		File:		Register SP:	

APPENDIX 2 : Attendance Codes

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning register
\	Present (pm)	Pupil is present at afternoon register
L	Late arrival	Pupil arrives late before register has closed
K	Attending educational provision arranged by the LA	Pupil attending a college course – this code is classified for statistical purposes as attending an approved educational activity.
B	Off-site education activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Education trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

The following codes will be used:

Code	Definition	Scenario
Authorised Absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs in line with paragraphs 67 – 70.
E	Suspended or permanently excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study Leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school

Code	Definition	Scenario
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrived after registration	Pupil arrived at school after the register closed
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for **three years**.

ATTEND Form for Professionals

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name of Student:	DOB:
Address:	
Current school:	Current school year:
Completed by (name and role):	% Attendance rate:
In consultation with:	Date of completion:

Description of the current situation
Historic % attendance and lateness rates:
Concerns:
Strengths (e.g. successful engagement in school, ongoing friendships, activities enjoying, periods of attendance and relationships with school staff):

Student views:

Parent/Carer views:

CONTRIBUTING FACTORS:

Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carer forms to broaden understanding of any underlying issues.

Anxiety/health factors:

- ☐ **A1** Significant fear of a *specific* aspect of the school environment (e.g. open spaces, enclosed spaces, crowds, noise, social interaction). This may include transport to school.
- ☐ **A2** Significant fear of something happening at school (e.g. social exclusion, bullying, being sick, having a panic attack, failing academically)
- ☐ **A3** General school phobia characterised by a fear reaction (e.g. tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights

Health and wellbeing:

- ☐ **H1** Mental and physical health problem/condition that impacts on daily life (e.g. IBS, migraine, severe period pains, OCD, depression, eating disorder, ASC, ADHD, dyslexia, dyspraxia, anxiety/panic attacks, hearing or visual impairment (including CVI), physical disability, language impairment, other.
- ☐ **H2** Gender dysmorphic

Sensory factors: (in particular for CYP on the Autistic Spectrum)

- ☐ **SE1** Intolerance to certain sensory input (e.g. fabric of school uniform, proximity to others, noise, lighting, smells, other)

Social factors:

- ☐ **S01** Bullying/loss of class friend/isolated/falling out with another student
- ☐ **S02** Problems involving social media
- ☐ **S03** *Bad reputation* at school
- ☐ **S04** Feelings of social exclusion due to cultural/ethnic/gender/LGBTQ identity

Academic factors:

- ☐ **AC1** Learning difficulties/special educational needs
- ☐ **AC2** Finds work too hard/easy
- ☐ **AC3** Trouble with certain teacher
- ☐ **AC4** Mistrusts teachers/worries about interaction with teachers
- ☐ **AC5** Exam anxieties
- ☐ **AC6** PE/games difficulties
- ☐ **AC7** Finds school hierarchy/rules too strict/inflexible

Factors relating to change:

- ☐ **C1** Recent change of schools/move from primary to secondary/transitional year group
- ☐ **C2** Recent move to UK/English is an additional language
- ☐

CONTRIBUTING FACTORS:

Put a tick or a cross next to every item. If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/carers forms to broaden understanding of any underlying issues.

Family factors:

- ☐ **F1** Parental mental or physical health needs
- ☐ **F2** Significant parental anxiety about CYP's health
- ☐ **F3** Safeguarding concerns (e.g. domestic violence, alcohol/substance misuse in family)
- ☐ **F4** Loss/separation/bereavement
- ☐ **F5** Stressful or traumatic life events (e.g. house fire, burglary, redundancy, dispute with neighbours/landlords)
- ☐ **F6** Change in family structure e.g. new sibling, new blended family
- ☐ **F7** Young carer
- ☐ **F8** Money worries/debts/family living in poverty
- ☐ **F9** Inadequate housing
- ☐ **F10** Practical difficulties getting to school (e.g. other children with additional needs, transport issues, health problems)
- ☐ **F11** Significant distress separating from main attachment figure
- ☐ **F10** Cultural values which do not prioritise school-based education

Motivational factors:

- ☐ **MO1** Liberal access to PC, phone, play station, X-box, Internet, TV, music, food, lounging (bed/sofa/duvet), cigarettes, drugs
- ☐ **MO2** Girlfriend/boyfriend out of school
- ☐ **MO3** Same-age or older peers out of school
- ☐ **MO4** Other family members (eg siblings) at home during the day
- ☐ **MO5** Work/earnings
- ☐ **MO6** Extra attention from, or time with, a parent
- ☐ **MO7** Control over environment, bedtimes and morning routines
- ☐ **MO8** Access to social online gaming
- ☐ **MO9** Access to learning through other means (online/family member)

Maintenance/secondary factors:

- ☐ **MA1** How to explain absence to friends – social embarrassment
- ☐ **MA2** Facing teachers
- ☐ **MA3** Specific anxieties relating to returning to the school environment
- ☐ **MA4** Inability to catch up with school work
- ☐ **MA5** Secondary trigger event (such as family separation or bereavement)
- ☐ **MA6** Difficulty accessing professionals

Any other contributing factors:

- ☐

Action planning:

Address all issues identified as contributing factors. Please see accompanying guidance notes for support when planning strategies. Please photocopy this page so that it can be regularly reviewed (ideally weekly) and updated.

Code**Support Strategy**

ATTEND Form for Parents/Carers

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name of Child:	DOB:
Current school:	Current school year:
Completed by (name and role):	Date of completion:

My child's strengths

What are they good at?

What activities do they enjoy?

When have they had good attendance at school?

Who are their friends?

Which teachers/staff do they like?

What helps? What are the most helpful things that have been done so far?

If you could name one adult they trust at school, who would it be?

What is stopping your child from going to school?

Worry:

- ☐ My child is worried about: ☐ open spaces ☐ feeling trapped ☐ crowds ☐ noise ☐ socialising with other people ☐ the school bus ☐ public transport ☐ being left out ☐ being bullied ☐ being sick ☐ having a panic attack ☐ doing badly in lessons ☐ getting into trouble
- ☐ My child is so afraid of school that they start: ☐ sweating ☐ fast breathing ☐ crying ☐ getting angry ☐ having a racing heart ☐ panicking ☐ running away – whenever they are: ☐ near the school building ☐ in the mornings before school ☐ talking or thinking about school
- ☐ My child finds it hard to sleep on school nights
- ☐ My child doesn't feel safe at school

Health and wellbeing:

- ☐ My child has: ☐ IBS ☐ migraine headaches ☐ severe period pains ☐ OCD ☐ depression ☐ an eating disorder ☐ autism ☐ ADHD ☐ physical disability ☐ hearing problems ☐ sight problems (including CVI) ☐ dyslexia ☐ dyspraxia ☐ anxiety/panic attacks ☐ speech & language impairment ☐ another condition not listed here _____
- ☐ My child feels like they are in the wrong gender body

Sensory overload:

- ☐ My child finds it hard to put up with: ☐ the fabric of school uniform ☐ being too close to others ☐ noise ☐ bright lighting ☐ smells ☐ moving between lessons ☐ something else in the school environment _____

Fitting in:

- ☐ My child is being bullied ☐ recently lost a good friend ☐ feels lonely and doesn't really have friends ☐ has recently fallen out with someone ☐ feels misunderstood by others
- ☐ My child struggles at break and lunch times
- ☐ My child is having problems involving social media
- ☐ My child has a bad reputation at school
- ☐ My child feels they don't fit in with others because they are a different religion or race
- ☐ My child feels they don't fit in with others because they are gay/lesbian or have a different gender identity

School work and teachers:

- ☐ My child has learning difficulties
- ☐ My child finds the work ☐ too hard ☐ too easy
- ☐ My child is having trouble with a certain teacher
- ☐ My child worries teachers will get angry or lose patience with them
- ☐ My child doesn't trust the teachers
- ☐ My child is really worried about exams
- ☐ My child is worried about doing PE or getting changed for PE
- ☐ My child finds school rules much too strict

Changes

- ☐ My child recently moved: ☐ schools ☐ from primary to secondary ☐ year group ☐ house
- ☐ My child recently moved to the UK ☐ English is not their first language and they are still learning it

Things at home

- ☐ I, or another parent or carer, has physical or mental health problems
- ☐ I worry a lot about the physical or mental health of my child
- ☐ It is not always safe at home because of fighting and arguments, drinking or drugs
- ☐ We have recently had a death, loss or separation in our family
- ☐ We have recently had stressful things to cope with at home (☐ house fire ☐ burglary, ☐ redundancy ☐ disputes with neighbours or a landlord
- ☐ We have recently had a big change in our family structure (☐ new baby ☐ new parent/carer ☐ new step-siblings)
- ☐ My child sometimes has to look after me, another parent/carer or brothers and sisters due to physical or mental health difficulties
- ☐ We worry a lot about having enough money
- ☐ There are lots of problems with where we live (☐ damp ☐ too crowded ☐ we keep having to move)
- ☐ I find it hard to get my child to school in the mornings for practical reasons (e.g. other children with additional needs, transport issues, health problems)
- ☐ My child feels really worried about being away from me or another parent/carer – they find it distressing when we separate
- ☐ We don't feel school is that important in our family - we think there are other ways of learning things

Other things that stop my child getting back to school

- ☐ My child has access to comforts such as: ☐ computer ☐ phone ☐ games console ☐ the Internet ☐ TV ☐ food ☐ staying in bed or on the sofa ☐ cigarettes ☐ drugs
- ☐ My child has a girlfriend/boyfriend out of school
- ☐ My child has a group of friends who are also out of school
- ☐ Other people in our family are at home during the day
- ☐ My child works and earns money while out of school
- ☐ My child gets extra attention from, and time with, me or another parent/carer
- ☐ My child can completely control their environment (☐ what they wear ☐ who they see ☐ bedtimes ☐ routines)
- ☐ My child does a lot of online gaming and has friends through it
- ☐ My child feels they are learning what they need to online or through a friend or family member

Things that make it harder for my child to go back to school

- ☐ My child doesn't know how to explain why they have been away to friends
- ☐ My child worries about facing teachers
- ☐ My child worries that if they get into school, they won't be allowed to leave if they need to
- ☐ My child feels safe at home
- ☐ My child doesn't think they can catch up with school work that they missed
- ☐ No-one is really helping my child
- ☐ My child goes to bed too late or sleeps badly and has trouble waking up early. My child feels tired and sometimes catches up with sleep during the day
- ☐ People disagree about how to help my child
- ☐ My relationship with my child's school is strained ☐ has broken down

Is there anything else?

What is your worst fear for your child?

What is your best hope for your child?

ATTEND Form for Students

For the assessment of factors contributing to persistent school non-attendance (PSNA) of children or young people (CYP)

Name:	DOB:
School:	School year:
Completed by (name and role):	Date of completion:

My strengths

What are you good at?

What activities do you enjoy?

When have you had good attendance at school?

Who are your friends?

Which teachers/staff do you like?

What helps?

If you could name one adult you trust at school, who would it be?

What is stopping your child from going to school?

Worry:

- ☐ I am worried about: ☐ open spaces ☐ feeling trapped ☐ crowds ☐ noise ☐ socialising with other people ☐ the school bus ☐ public transport ☐ being left out ☐ being bullied ☐ being sick ☐ having a panic attack ☐ doing badly in lessons ☐ getting into trouble
- ☐ I am so afraid of school that they start: ☐ sweating ☐ fast breathing ☐ crying ☐ getting angry ☐ having a racing heart ☐ panicking ☐ running away – whenever they are: ☐ near the school building ☐ in the mornings before school ☐ talking or thinking about school
- ☐ I find it hard to sleep on school nights
- ☐ I don't feel safe at school

Health and wellbeing:

- ☐ I have: ☐ IBS ☐ migraine headaches ☐ severe period pains ☐ OCD ☐ depression ☐ an eating disorder ☐ autism ☐ ADHD ☐ physical disability ☐ hearing problems ☐ sight problems (including CVI) ☐ dyslexia ☐ dyspraxia ☐ anxiety/panic attacks ☐ speech & language impairment ☐ another condition not listed here _____
- ☐ I feel like I am in the wrong gender body

Sensory overload:

- ☐ I find it hard to put up with: ☐ the fabric of school uniform ☐ being too close to others ☐ noise ☐ bright lighting ☐ smells ☐ moving between lessons ☐ something else in the school environment _____

Fitting in:

- ☐ I am being bullied ☐ recently lost a good friend ☐ feels lonely and doesn't really have friends ☐ has recently fallen out with someone ☐ feels misunderstood by others
- ☐ I struggle at break and lunch times
- ☐ I am having problems involving social media
- ☐ I have a bad reputation at school
- ☐ I feel I don't fit in with others because they are a different religion or race
- ☐ I feel I don't fit in with others because they are gay/lesbian or have a different gender identity

School work and teachers:

- ☐ I have learning difficulties
- ☐ I find the work ☐ too hard ☐ too easy
- ☐ I am having trouble with a certain teacher
- ☐ I worry teachers will get angry or lose patience with them
- ☐ I don't trust the teachers
- ☐ I am really worried about exams
- ☐ I am worried about doing PE or getting changed for PE
- ☐ I find school rules much too strict

Changes

- ☐ I recently moved: ☐ schools ☐ from primary to secondary ☐ year group ☐ house
- ☐ I recently moved to the UK ☐ English is not their first language and they are still learning it

Things at home

- ☐ I am worried that my parent or carer is not well
- ☐ My parent or carer worries a lot about me not being well
- ☐ It is not always safe at home because of fighting and arguments, drinking or drugs
- ☐ We have recently had a death in our family
- ☐ Some of our family has recently started living in a different home
- ☐ We have recently had stressful things to cope with at home (☐ house fire ☐ burglary, ☐ a parent or carer lost their job ☐ we argue a lot with our neighbours or our landlord
- ☐ We have recently had a big change in our family (☐ new baby ☐ new mum or dad ☐ new step-sisters or brothers)
- ☐ I have to look after my parent, carer or brothers and sisters because sometimes I am the only one who can
- ☐ We worry a lot about having enough money
- ☐ There are lots of problems with where we live (☐ damp ☐ too crowded ☐ we keep having to move)
- ☐ My parent or carer finds it hard to get me to school in the mornings
- ☐ I feel really worried about being away from my parent or carer – I worry about them the whole time we are apart
- ☐ We don't feel school is that important in our family - we think there are other ways of learning things

Other things that stop my child getting back to school

- ☐ I have access to comforts such as: ☐ computer ☐ phone ☐ games console ☐ the Internet ☐ TV ☐ food ☐ staying in bed or on the sofa ☐ cigarettes ☐ drugs
- ☐ I have has a girlfriend/boyfriend out of school
- ☐ I have a group of friends who are also out of school
- ☐ Other people in my family are at home during the day
- ☐ I work and earn money while out of school
- ☐ I get extra attention from, and time with, a parent or carer
- ☐ I can completely control my environment (☐ what they wear ☐ who they see ☐ bedtimes ☐ routines)
- ☐ I do a lot of online gaming and has friends through it
- ☐ I am learning what they need to online or through a friend or family member

Things that make it harder for my child to go back to school

- ☐ I don't know how to explain why they have been away to friends
- ☐ I worry about facing teachers
- ☐ I worry that if they get into school, they won't be allowed to leave if they need to
- ☐ I feel safe at home
- ☐ I don't think they can catch up with school work that I missed
- ☐ No-one is really helping me
- ☐ I go to bed too late or sleeps badly and have trouble waking up early. I feel tired and sometimes catch up with sleep during the day
- ☐ People disagree about how to help me
- ☐ My parents and my teachers don't get along

Is there anything else?

What is your worst fear?

What is your best hope?

APPENDIX 5 : Questions for the Governing Body to Ask When Monitoring Attendance

Figures

- What are our persistent absence figures?
- How does our attendance compare with the national figures?

Groups of pupils

- Is absence (and persistent absence) more widespread within certain groups of pupils?
- Are the figures skewed by a small number of pupils?
- Is there a particular age group/year/class that has a significantly lower attendance rate than the others?

Your school's approach

- How are we monitoring pupils' attendance to identify patterns and any concerns?
- How much of our absence is authorised?
- What are we doing to promote attendance?
- What impact are these strategies having?
- If poor attendance is a problem, what strategies have we put in place to address this?

Support for pupils

- How are we supporting:
 - Pupils at risk of becoming persistently absent
 - Persistently absent pupils
 - Severely absent pupils
 - Cohorts of pupils with lower attendance than their peers?

Letter Templates: Sporadic Absence in September but History of PA

Address

Dear Name

I have been looking at various pieces of data within the school and noted that last year #NAME's attendance fell below 90%, which equates to at least 19 days of missed learning.

I'm aware that there can be unavoidable reasons for children not making it into school, for instance severe medical conditions that involve children spending time in hospital. However, already this term I have noticed that #NAME has already missed #Number of days.

I just want to make sure that we do everything we can to support you and ensure that #NAME's attendance doesn't reach a similar level this year.

As a school we want to work with families and support them. If you require any support around your child's attendance please contact Sue via the school office.

Yours sincerely

Headteacher

Letter Templates: Pattern of days off

ADDRESS

Dear

In my recent review of children's attendance I have noticed that #NAME has missed a number of **Wednesdays** recently. This has had a negative impact on their attendance which is now at #%.

Is there a reason for this pattern of sickness? Are **Wednesdays** problematic? What can we do as a school to help overcome any issue and stop #NAME missing out on their lessons and falling behind their classmates.

Please contact the school office to arrange a time when we can discuss this further. If we meet before school #NAME can attend breakfast club free of charge that morning.

If I have not heard from you within the next week I will give you a call to get a time in the diary.

Regards

Headteacher

Letter Templates: September holiday

ADDRESS

Dear

In my recent review of attendance I have noticed that #NAME has a very low attendance rate.

Any child with an attendance below 90% is classed as a persistent absentee.

I understand that the poor attendance data for #NAME is due to the family holiday at the start of this term but I thought that it is helpful to write and explain that this has now put #NAME in the persistent absentee category.

Due to the cumulative way attendance is calculated this will be the case until #DATE (as long as they don't succumb to any illnesses)

Here's hoping that they stay healthy and manage to work their way back to an attendance above 90%.

Regards

Headteacher

Letter Templates: Attendance Letter (outlining days) – needing medical evidence

Letter sent:

Dear

I have completed a review of ***** attendance which is currently *****%. The average attendance for children in ***** class is **%.

This means ***** has missed ** more days of learning compared to their classmates. Increased pupil absence has a negative impact on learning so this is now a concern.

Although you may have provided reasons for any absences, we will monitor ***** attendance closely to ensure that there is an immediate improvement. If there is not a significant improvement, you will be invited to an Attendance Support Meeting with the Leadership Team.

If your child is absent due to illness, the school will request medical evidence before authorising any further absence (this can be an appointment card, doctor or hospital letter, copies of prescriptions or a patient summary which is free of charge from the GP reception). Failure to provide medical evidence promptly will result in any absence being recorded as unauthorised.

The information below shows how attendance can affect your child's future outcomes:

THERE ARE 175 NON SCHOOL DAYS A YEAR This means you have 175 days to spend on family time, visits, holidays, shopping, household jobs and appointments						
	Good Children have the best chance of success. They get the best results that they can and have better prospects for their life.		Worrying These children are <u>missing a month of school</u> per year. There is much less chance of them getting the best results as children cannot keep up with their learning.		Serious Concern Action needed.	
Percentage of time in school	100%	95%	90%	85%	80%	75%
Days in school	190 out of 190	180 out of 190	171 out of 190	161 out of 190	152 out of 190	143 out of 190
Hours of school missed	0	50	104.5	159.5	209	258

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child attends school regularly and punctually. Failure to do so may lead to legal proceedings being taken against you by the Local Authority. Alternatively, the Local Authority may issue a Fixed Penalty Notice for £60 per parent per child to be paid within 21 days. If the penalty is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted.

If you have any queries, or if there are any ways that you feel the school can support you in ensuring your child attends school regularly, please do not hesitate to contact us.

Yours sincerely,

Encs: Pupil registration certificate

Letter Templates: Attendance Letter

ADDRESS

Dear

As a school we are expected to aim for every pupil to achieve 96% attendance or above.

You will see from the attached registration certificate your child's attendance has fallen below 96% and is now only **%**.

We want to work with families to ensure that pupils achieve the best possible level of attendance and I would ask for your support to ensure their attendance improves.

If you have any queries or if there is any support that you feel the school can support you with in ensuring your child attends regularly, please contact (enter name), Child Welfare Officer on the above number.

Yours sincerely

Letter Templates: At risk of PA

Address

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee. #NAME attendance is now % leaving him/her at risk of becoming a persistent absentee.

I know illness happens but I just wanted you to know the effect this has had on his/her attendance.

Hopefully #NAME will avoid other bugs and germs this term and manage to keep his/her attendance above 90%.

Regards

Letter Templates: PA Letter due to holiday

ADDRESS

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

I have been looking at the children's attendance and noticed that #NAME attendance is only %. This is largely due to a holiday. I just wanted to bring this to your attention.

Hopefully we will get above 90% for #NAME this term with regular school attendance.

Regards

Letter Templates: PA Letter

Address

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

Due to a number of absences #NAME attendance has now fallen to %. I know illness happens but I just wanted you to know the effect this has had on his/her attendance.

Hopefully NAME will avoid other bugs and germs this term and manage to get his/her attendance back above 90%.

Regards

Letter Templates: Meeting following previous letter

Address

Dear

Following my letter to you on XXXXX, I have reviewed XXXX's attendance and am disappointed to note that there has been no improvement and HIS/HER attendance is still only % which is classed as persistent absence. I enclose a copy of HIS/HER registration certificate.

Under the terms of the Education Act 1996, it is the responsibility of parents/carers to ensure that their child receives an education and, if registered at school that attendance is regular and punctual.

Pupils who regularly attend less than 95% not only lose the continuity of lessons and social benefits of school, but may also be referred to the Local Education Authority. This may result in further action by them.

I would like to invite you to a meeting at school to discuss this on XXXXXX. If this date or time is inconvenient please contact me on the above telephone number to arrange an alternative appointment.

Regards

Letter Templates: Medical Evidence

ADDRESS

Dear

As you will be aware the Government class any child whose attendance is below 90% as a Persistent Absentee.

Name's attendance is only % this is mostly due to a number of unauthorised absences, I enclose a copy of his/her registration certificate for your information. We will now only be able to authorise absences with medical evidence.

Under Section 444 of the Education Act 1996, parents are responsible for ensuring their child attends school regularly. Should your child's attendance not improve to a satisfactory level, the matter may be referred to the Local Authority to consider legal proceedings against you under Section 444 of the Education Act 1996. Alternatively the school may request that the Local Authority issues a penalty notice for £60 per parent per child to be paid within 21 days. If the penalty notice is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted

Hopefully NAME's attendance will improve. If you wish to discuss this with me please contact me on the above telephone number.

Regards

Letter Templates: Meeting Number 2

ADDRESS

Dear

Following my letter to you on XXXXX, I have reviewed XXXX's attendance and am disappointed to note that there has been no improvement and HIS/HER attendance is still only % which is classed as persistent absence. I enclose a copy of HIS/HER registration certificate.

Under Section 444 of the Education Act 1996, parents are responsible for ensuring their child attends school regularly. Should your child's attendance not improve to a satisfactory level, the matter may be referred to the Local Authority to consider legal proceedings against you under Section 444 of the Education Act 1996. Alternatively the school may request that the Local Authority issues a penalty notice for £60 per parent per child to be paid within 21 days. If the penalty notice is not paid within the time scale the penalty will increase to £120. If the higher penalty is not paid within 28 days, you may be prosecuted

I would like to invite you to a meeting at school to discuss this on XXXXXX. If this date or time is inconvenient please contact me on the above telephone number to arrange an alternative appointment.

Regards

Letter Templates: Late Letter

Address

Dear

You will see from the attached certificate that NAME's attendance is % and he/she has been late to school on X occasions. If you are having difficulties in getting NAME to school on time please contact Sue Fears, Child Welfare Officer to discuss this to see if there is any support we can offer.

I trust that there will be a significant improvement in NAME's punctuality from now on.

Being late for school can have a considerable impact over the whole school year

5 minutes late every day = 3 days of school lost a year

15 minutes late every day = 10 days of school lost a year

30 minutes late every day = 19 days of school lost a year

If you have any queries please do not hesitate to contact me on the above number.

Regards

Letter Templates: Lateness Letter (u coded)

Address

Dear

You will see from the attached certificate that NAME's attendance is % and he/she has been late past the close of registration to school on X occasions. These absences are unauthorised and are marked with a U on the registration certificate. Persistent lateness after the close of registration can lead to a Fixed Penalty Notice being issued by the Local Authority.

If you are having difficulties in getting NAME to school on time please contact Sue Fears, Child Welfare Officer to discuss this to see if there is any support we can offer.

I trust that there will be a significant improvement in NAME's punctuality from now on.

Being late for school can have a considerable impact over the whole school year

5 minutes late every day = 3 days of school lost a year

15 minutes late every day = 10 days of school lost a year

30 minutes late every day = 19 days of school lost a year

If you have any queries please do not hesitate to contact me on the above number.

Regards

Letter Templates: Official Warning for lates

Address

Dear

Official Warning for Persistent Lateness

You will see from the attached certificate that NAME's attendance is -% and HE/SHE has been late past the close of registration to school on X occasions in a X week period

You are, therefore, being issued with an official warning. I will review NAME's attendance and punctuality again on <date of 6 school weeks from the date of this letter>. Unless there has been an acceptable improvement I will refer to the Local Authority, who will issue you with a Fixed Penalty Notice.

The fine will be £60 per parent per child, if paid within 21 days of receipt. If it is not paid, another £60 fine will be issued to each parent per child, making a total of £120 per parent per child. Failure to pay the outstanding amount within 28 days of receipt of the notice may result in prosecution under section 444 of the Education Act 1996.

Under the Education Act 1996, "parent" in relation to a child or a young person includes any person who has parental responsibility, or who has "day to day care of the child".

Being late to school can have a considerable impact over the whole school year:

5 minutes late every day = 3 days of school lost a year

15 minutes late every day = 10 days of school lost a year

30 minutes late every day = 19 days of school lost a year

If you have any queries please do not hesitate to contact me on the above number

Regards



STATEMENT OF WITNESS

Brighton & Hove

NAME:

AGE: Over 21

OCCUPATION:

ADDRESS:

**TELEPHONE
NO:**

THIS STATEMENT (CONSISTING OF 3 PAGES EACH SIGNED BY ME) IS TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF AND I MAKE IT KNOWING THAT, IF IT IS TENDERED IN EVIDENCE, I SHALL BE LIABLE TO PROSECUTION IF I HAVE WILFULLY STATED IN IT ANYTHING WHICH I KNOW TO BE FALSE OR DO NOT BELIEVE TO BE TRUE

SIGNATURE

DATED THIS

DAY OF

