

St Augustine's Academy



Attendance Policy

Approved by:

A handwritten signature in black ink, appearing to read 'G. Hegley', is written over a white rectangular background.

Date: January 2026

Next review due by: January 2029

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

Matthew 5:16



Attendance Policy

Every child has the right to 'live life in all its fullness' (*Church of England's Vision for Education*) and therefore, every young person should receive a full-time education.

Our Christian vision and ethos aspire for our school community to be a place. 'Where we all shine'. At St Augustine's Academy, 'The safety and well-being of our pupils is our top priority', and 'We have high expectations and strive for the highest academic standards'.

Children who are not enabled to attend school regularly cannot receive a coherent education programme, as absence disturbs the continuity of the curriculum and can also damage social relationships. Good attendance and punctuality are vital for success and establish positive life habits necessary for future success. Regular attendance also encourages children to build friendships and develop social groups, working together as a whole team, sharing ideas and developing their life skills. Poor attendance will also inevitably result in pupils missing out on essential learning and on events taking place.

St Augustine's Academy maintains a positive and pro-active ethos that places high value on attendance and punctuality, as well as valuing its partnership with parents and carers to promote good attendance. This policy works alongside our Child Protection and Safeguarding Policy, as attendance at school is known to be a key protective factor in safeguarding children and young people.

A child whose attendance is good is rewarded and we work hard to support parents and carers who, for whatever reason, find it difficult to maintain regular attendance for their child.

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.

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.

Aims

We aim to:

- Support children to have a positive attitude towards their education
- Encourage all children to attend school on time, everyday
- Provide a safe, warm and welcoming educational provision, within our Christian ethos, that will ensure the needs of all children are met
- Ensure that all children, regardless of their age, ability, gender, ethnicity, culture, special educational or physical needs, are given an equal opportunity to attend school regularly
- Raise awareness, so that all children and parents/carers understand the importance of regular and punctual attendance
- Prepare children for adulthood by helping them to understand the importance of regular and punctual attendance
- Support children and their parent/carer effectively so that they are able to ensure regular and punctual attendance
- Work with a range of agencies to ensure effective and appropriate action is taken to support families so that all children attend school regularly and on time

The Importance of Regular and Punctual Attendance

At St Augustine's Academy 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 school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

We will:

- Submit a daily attendance return to the Department of Education and Local Authority, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Reward good or improving attendance;
- 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.

We also raise awareness with our children through:

- Planned assemblies and curriculum activities
- Reward systems
- Direct communication with identified children

Rewards for Good Attendance



The children are rewarded for regular attendance. Rewards include:

- Termly certificates for 96% plus attendance
- Termly certificates for 100% attendance
- Prizes for the children who achieve 100% attendance for the academic year.
- If a class achieves 99%+ attendance for the week, the children are allowed to wear mufti clothes on the following Friday.
- If every class in Years 1 - 6 achieves the whole school target attendance for the week, all children are allowed to wear mufti clothes on the Friday.
- The class with the highest attendance each week will keep Attendance Bear for the following week.

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 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.

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 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.

Absence Procedures

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

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

- Contact the school on the first day of absence before 8.55am, when our registers are taken;
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before deciding whether the absence is to be recorded as authorised. **StudyBugs can also be used as away of notifying the school of your child's absence.**
- Contact the school on every further day of absence, again before 9.10 am;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons.

If your child is absent we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to contact parents/carers by telephone, we will telephone all listed emergency contact numbers and a home visit may be made, in the interests of safeguarding. If there is no response at the home, staff may contact Central Bedfordshire's Access and Referral Hub if a safeguarding concern has been raised.
- A referral will be made to the Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which

point your child could be considered to be “missing from education.” In certain circumstances this could result in your child being removed from our school roll and you would need to reapply for a place, were one was still available

If absence continues we will:

- Write to you if your child’s attendance is below 96% and/or where punctuality is a concern.
- Monitor your child’s attendance. If it falls below 90% we will write to you again and arrange a meeting so that you can discuss the situation with our Family Support Worker or Senior Attendance Champion.
- At this meeting we will create a plan, such as an attendance contract, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your child which will be reviewed after 3 weeks.
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

The Academy will keep accurate attendance records on file for a sustained period of time. A computer database stores all attendance information and this accompanies every child throughout their education. (A CTF file is transferred to the child’s new school when they leave St Augustine’s Academy).

Pupil Lateness

If a child is late

Children who arrive after school registration have missed the beginning of the school day and can feel uncomfortable about joining their class late. Parents/carers are therefore required to bring their child(ren) to school on time, every day.

The times of the start and close of the school day for all pupils are:

Gates open: 8.45am

Registration starts: 8.55am

Registration closes: 9.25am

End of the school day: 3.20pm

How we manage lateness:

- The school day starts at 8.45am when children can begin to come into school;
- Registers are taken at 8.55am;
- Children arriving after 8.55am are required to come into school via the school office. If accompanied by a parent/carer the adult must sign them in and provide a reason for their lateness, which is recorded.
- At 9.25am 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; **this is unnegotiable.**
- The school will contact parents/carers regarding punctuality concerns;

- Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with our Family Support Worker or Senior Attendance Champion but you can approach us at any time if you are having difficulties getting your child to school on time.

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We use the local authority's EBSNA toolkit for this purpose (Emotionally Based School Non-Attendance). We can use outside agencies to help with this, such as the School Nurse, Mental Health Schools Team, Early Help Worker/Social Worker/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 Child meeting (TAC) 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 Annex A for summary tables of responsibilities for school attendance.

Local Authority attendance support services

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

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

School Attendance and the Law

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

Parents may be recognised differently under education law, 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.

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.

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

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

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or 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, by the parent with whom the child normally lives with, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Central Bedfordshire Code of Conduct for Fixed Penalty Notices, in respect of each parent believed to have allowed the absence.

At St Augustine's Academy '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 complete during their absence.

Long-term Absence

When a child experiences an illness that prevents them being at school for a significant amount of time, the school may send appropriate work home.

If the absence is likely to continue for an extended period, or be a repetitive absence, the Academy will work with a range of support services, such as the Medical Needs Team, so that arrangements can be made for the child to be given home tuition.

If a child has been absent for more than 5 school days, and no medical evidence has been provided, contact with parents/carers will be made and a home visit may be carried out in order to ensure the safety and wellbeing of the child and to offer support, as necessary.

Repeated Absences

The following traffic light procedure will be followed if a child is recognised as having unacceptable levels of attendance in order that children do not become PERSISTENT ABSENTEES. This is to attempt to resolve any issues that may be preventing good attendance.

The Governors, supported by the Central Bedfordshire Council, reserve the right to consider taking legal action against any parent/carer who repeatedly fails to accept their responsibility for sending their child(ren) to school on a regular basis.

- A 'Green' initial letter will be sent to the child's parent/carer to inform them that there is a concern over their child's absence. This will be issued when attendance falls below 96% (as this figure is the school's attendance target)
- If the child's attendance does not improve, and falls to 90%, a child is now classed as a persistent absentee. An 'Amber' letter is sent to the parent/carer requesting an Attendance meeting. The school now requires, with immediate effect, supporting evidence for any future absences or they will be unauthorised by the school. A personalised action/support plan will be written at this meeting which will be reviewed after three school weeks.
- If attendance continues to fall, a second 'Amber' letter will be sent and parents/carers will be invited into school again to discuss their child's attendance. A revised personalised action/support plan will be written at this meeting which will be reviewed after three school weeks.
- If attendance continues to fall a referral may be made to Central Bedfordshire's Access and Referral Team.
- A 'Red' Fixed Penalty Notice letter will be issued when the number of unauthorised absences a child has had amounts to at least 10 sessions (5 days) during a rolling 10-school week period. The matter will be referred to the Access and Inclusion Department at Central Bedfordshire Council where a Fixed Penalty Notice of £60 will be raised.

Supporting evidence may include:

- An appointment card/letter
- A note from a GP/Practice Nurse (giving reasons for absence)
- A copy of a prescription made out for the child

When the evidence is presented a decision will then be made as to whether the absence will be authorised or not; this is the decision of the Headteacher (or Deputy)

Lateness

- 3 lates in a 6-week rolling period– a letter will be sent home requesting an improvement in punctuality
- 5 lates in a 6-week rolling period– a meeting **may** be held with the Senior Attendance Champion or deputy

- 10 unauthorised lates in a 10-week period could lead to a penalty notice being issued

Children Missing Education

If it is believed that a child is missing education then the Academy will make a referral to Central Bedfordshire Council's Access and Inclusion Team. During this process staff will endeavor to locate the child by telephoning, emailing and writing to parents/carers and other emergency contacts listed. Home visits may also be carried out. This will also be considered to be a safeguarding risk and safeguarding procedures will be followed.

Local Authority attendance support services

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

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

Deletion from Roll

For any pupil leaving **St Augustine's Academy**, 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. We may refer your child to the local authority if you move abroad or if you move but your child does not start at a new school immediately.

It is crucial that parents 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.

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 and Local Authority 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.

St Augustine's Academy aims for an attendance level of over 96% for each child

Roles and responsibilities

The Governing Board

The Governing Board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Headteacher to account for the implementation of this policy. Attendance figures and trends are shared at the Full Governing Board meetings.

The Headteacher

The Headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors. The Headteacher also supports other staff in monitoring the attendance of individual pupils and issues fixed penalty notices, where necessary.

The Deputy Headteacher (Senior Attendance Champion)/Family Support Worker

The Deputy Headteacher is responsible for monitoring attendance at the school and individual pupil levels. She can be contacted via the school office (office@staugustinesacademy.co.uk or 01582 661778)

The Family Support Worker and/or Deputy Headteacher report concerns about attendance to the Headteacher, work with Attendance Officers (from local authority) to tackle persistent absence, arrange calls and meetings with parents to discuss attendance issues and advise the Headteacher when to issue fixed-penalty notices.

Class teacher

Class teachers are responsible for recording attendance on a daily basis and submitting this information to the school office. Teachers are also required to pass on any concerns or worrying trends they have noticed with regard to a child's attendance, or, comments made by a child which contradict a reported reason for absence.

This policy will be reviewed by the Headteacher and the Full Governing Body every 3 years, or earlier if considered necessary.

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

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary table of responsibilities for school attendance applies from 19 August 2024 .pdf](https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf)

All pupils

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

Pupils at risk of becoming persistently absent

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

Persistently absent pupils

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

Severely absent pupils

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

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

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

Support for pupils with a social worker

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

Looked after and previously looked after children

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

Monitoring

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

EVERY SCHOOL DAY MATTERS



Penalty Notice Fines for absence from school are changing

From 19th August 2024 Penalty Notice fines
increase to £160 for each parent, for each child.



You can be fined if your child has
a total of 5 days of unauthorised
absences in 10 school weeks, for
things like:

- being late after the register
has closed
- truancy
- taking a holiday without
permission from the school
- or if a headteacher isn't satisfied
for the reason for missing school

Over a rolling 3-year period the
sanctions are:

- 1st offence – £160 reduced
to £80 if paid within 21 days
- 2nd offence – £160
- 3rd offence – Court hearing
and up to £2,500 fine, or
up to 3 months in prison
and a criminal record

For more information go to:
www.centralbedfordshire.gov.uk/missing-school



