



Killisick Junior School

Believe • Achieve • Succeed

Attendance Policy

2024/2025

Policy review dates and summary of changes:

Date of Review	Changes made by	Summary of changes made	Date implemented
13/08/2024	Richard Jones	Annual updates and based on new national guidance	02/09/2023
15/08/2024	Richard Jones	Annual updates – no changes	01/09/2024

Introduction

Killisick Junior School is an inclusive attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

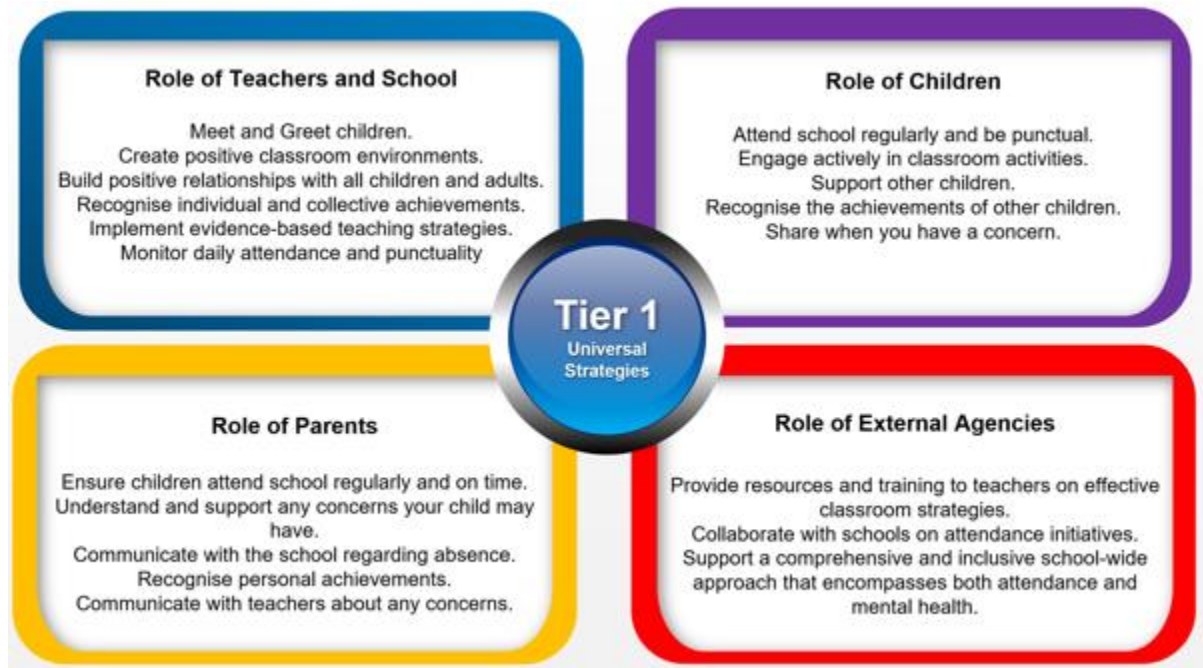
Contact Details of School Staff at Killisick Junior School

Name of Staff Member	Roles and Responsibilities	Contact Details
Richard Jones	Attendance Champion	head@killisick.notts.sch.uk
Sue Swann	Attendance Officer	office@killisick.notts.sch.uk
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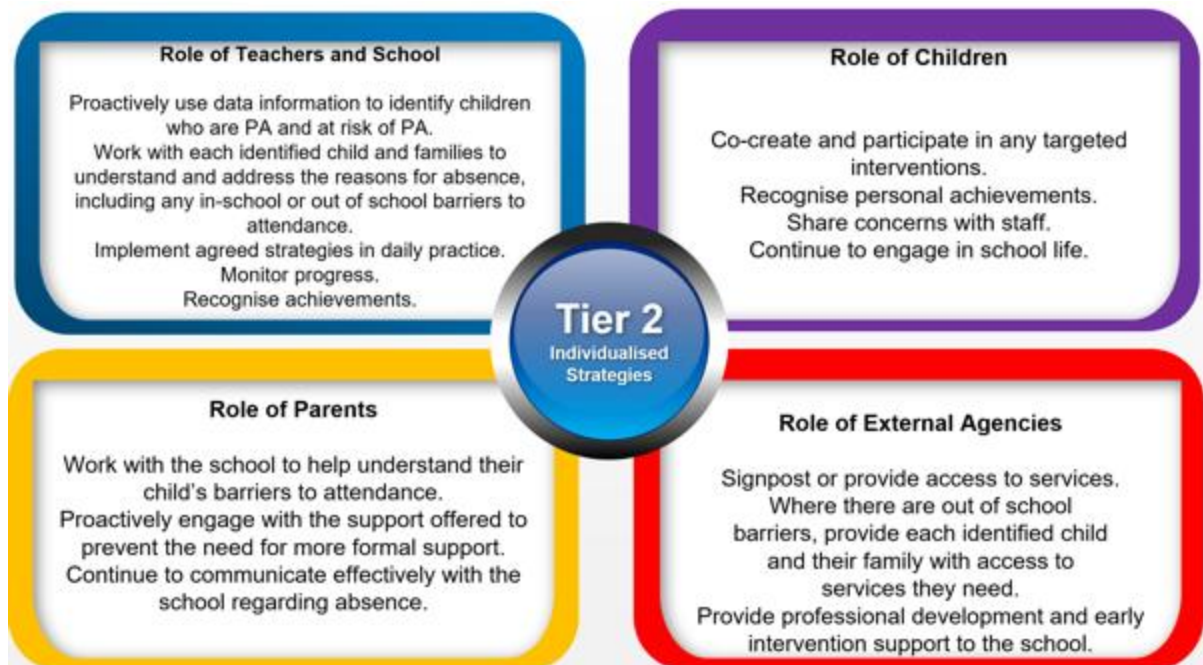
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Killisick Junior School implements a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

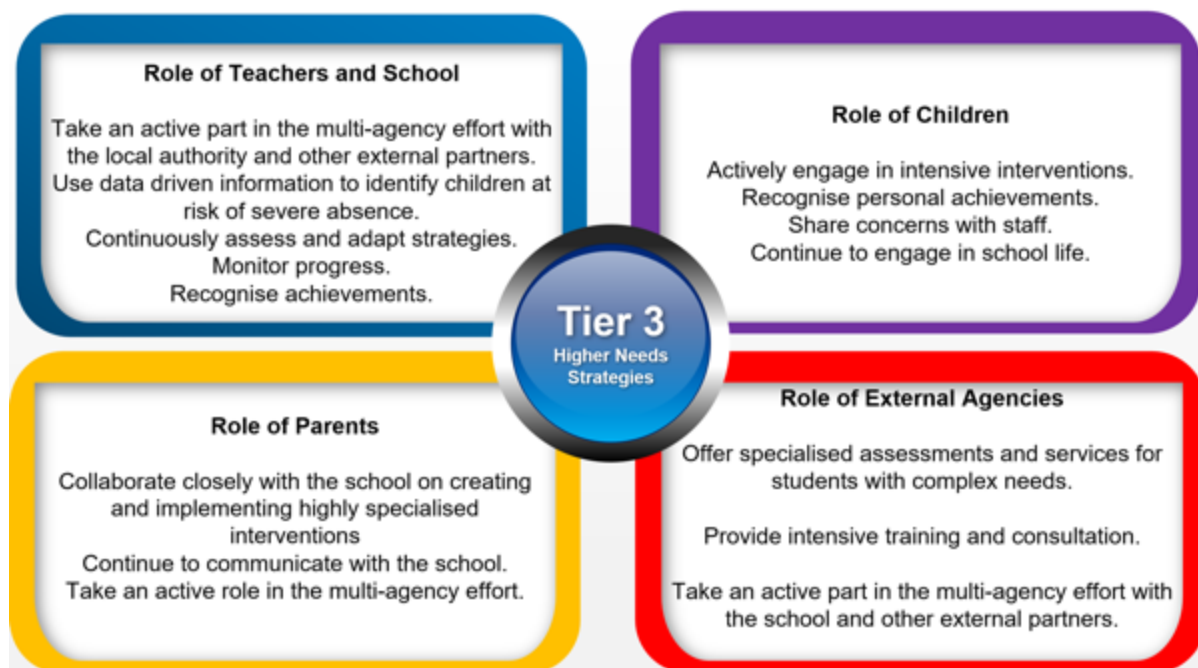
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Killisick Junior School's Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

The Importance of School Attendance at Killisick Junior School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.

- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Killisick Junior School

To address any identified attendance issues effectively, Killisick Junior School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Killisick Junior School

We expect that all parents/carers:

- Create the environment where children can attend school every day.
- Ensure children arrive at school on time, before the bell rings at 8:40am.
- Make routine appointments outside of school hours.
- Report any unavoidable absence at the first opportunity on Day 1.
- Continue to update school regarding their child's unavoidable absence.

We expect that all children:

- Attend school every day.
- Arrive on time, before the bell rings at 8:40am.
- Are in school for the full day (2 sessions).

Strategies for Using Data to Target Attendance Improvement Efforts at Killisick Junior School

Killisick Junior School's Inclusion Team meet on a weekly basis. During this Child Watch meeting, attendance data is scrutinised in order to proactively address any actual or potential attendance concerns. This includes reviewing data concerned with:

- The whole school cohort and year groups.
- Individual pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.

Strategy for Reducing Persistent and Severe Absence at Killisick Junior School

Identify Pupils at Risk:

Closely monitor attendance data to quickly identify pupils who are persistently (missing 10% or more) or severely (missing 50% or more) absent from school. Maintain a register of these high-risk pupils.

Conduct Root Cause Analysis:

For each persistently or severely absent pupil, work closely with the pupil, their family, and relevant support services to understand the underlying reasons for their absence. This may include issues such as mental health, family circumstances, or difficulties with the school environment.

Implement Tailored Support Plans:

Develop individualised support plans for each high-risk pupil, addressing the specific barriers to their attendance. This could include:

- Regular meetings with the pupil and family to review progress
- Apply the ATTEND Framework
- Referrals to external agencies for additional support (e.g. social services, mental health services)
- Adjustments to the school environment or curriculum to better meet the pupil's needs
- Incentives and rewards to encourage improved attendance
- Strengthen Partnerships: Work closely with the local authority, social services, and other relevant agencies to coordinate a multi-agency approach to supporting persistently and severely absent pupils and their families. Ensure clear communication and joint ownership of attendance improvement goals.

What happens if attendance does not improve?

Penalty Notices:

Under the new national framework, all schools in Nottinghamshire will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

Penalty notices are most appropriate in circumstances where a family have taken an unauthorised leave of absence or where absence is an emerging concern (approximately 80-90% and absences unauthorised).

Attendance Contract:

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

Education Supervision Order:

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance:

- Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment.
- Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

If you wish to Electively Educate your child, you must put this in writing stating:

- The reasons why you wish to opt for Elective Home Education
- The date from which you wish your child's name to be removed from the school roll.

This request is then sent to the Local Authority who will respond in due course.

Until such a time as confirmation is received, the child's name will remain on the school roll and they will continue to be subject to the usual school attendance and safeguarding procedures.

Day-to-Day Processes for Managing Attendance at Killisick Junior School

Registration

- The bell is rung at 8.40am each morning for pupils to make their way to class.
- School starts at 8.45am when registers are taken.
- All class registers must be completed by 8.55am, children will be marked as late with the L code if they arrive after the register is completed.
- Registers will be closed at 9:15am. Children will be marked as late with the U code if they arrive after the registers close.
- Afternoon registers are taken at 1.00pm.
- A full day counts as 2 attendance sessions.

When a child is absent

Day 1

We have a rigorous and robust system in place for first day absences of our pupils:

Parents/carers must inform the school by 8:45am if their child is going to be absent through one of the following methods:

- Phoning the school office and leaving a message on 0115 953 5585
- Sending a text message to 07537 455 344 or by using the teachers2parents app.
- Emailing the school office on office@killisick.notts.sch.uk

Once the register is closed at 9am, the office staff will identify any children who we have no reason for their absence and a first text message will be sent to parents/carers to remind them they need to contact the school office. Where it is known that a pupil walks to school on their own/without an adult, a phone call will be made immediately to parents/carers.

1st Text Message

“Your child has been recorded as absent today. Please ring us on 9535585 or reply to this text giving a reason for this absence. Thanks.”

If no contact is made by 10am as a result of the first text message, school will make a phone call to the parent/carer of the pupil. If contact cannot be made to the parent/carer, school will call all available contacts of the pupil.

If no contact can be made through calling the parent/carer and all other available contacts, a second text message will be sent out to inform parents/carers that if contact is not made by 1:15pm, this will trigger a safe and well home visit.

2nd Text Message

“We have tried unsuccessfully to contact you regarding your child’s absence. If we do not hear from you before 1:15pm, we will conduct a safe & well home visit.”

If contact has still not been made by 1:15pm, the office will inform all DSL’s and SLT, and a home visit will be conducted.

If no contact can be made from a home visit:

- A home visit letter will be left at the house requesting contact by end of the school day.
- If the child has a social worker, they will be informed that the child has not been in school today and that they have not been seen when a home visit was carried out.
- If contact is not made by the end of the day, Social Care will be contacted for advice and to request a safe and wellbeing check. The police will also be contacted if required. Professional advice to be followed.
- School will do all it can to contact the pupil each day and continue to follow professional advice. On day 10 of no contact, school will contact Children Missing Education.

Known Pupil Absence – Day 4 Procedure

- Where there has been contact with the parent/carer, but a child has been absent for 4 days, a home visit will be undertaken on the 4th day to check on the wellbeing of the child and to see whether there is anything school needs to be aware of.
- If the child is not seen, the HT/SLT will undertake a risk assessment to decide on level of concern.
- School will contact social services or police for advice and to request a safe and wellbeing check. Professional advice to be followed.

Day 1 Absence Procedure

Parents/carers must inform the school by 8:45am if their child is going to be absent.

Absence is coded on the register

Parents/carers contact the school office with reason for absence

1. If no contact is made by the time registers close at 9:15am, a first text message will be sent to parents/carers to remind them they need to contact the school office.

If child has not arrived in school by 9:30am, the police will be called.

If the child has not arrived at school by 9:15am, a phone call will be made to parent/carer

FOR PUPILS REGISTERED TO WALK TO SCHOOL

2. If no contact is made by 10am as a result of the first text message, school will make a phone call to the parent/carer of the pupil.

3. If contact cannot be made with parent/carer, school will call all available contacts on the pupil's profile.

4. If there remains to be no contact, a second text message will be sent to parents/carers to inform that if they do not contact by 1:15pm, a Safe and Well Visit will be conducted by school.

5. If no contact is made by 1:15pm, the office will inform all DSLs and SLT. A Safe and Well Visit will be conducted.

6. If no contact can be made from the Safe and Well Visit, a letter will be left at the property requesting contact be made by the end of the school day.

7. If no contact is made at the end of day one, Family and Children's Direct will be contacted for advice and to request a safe and well check. The police will be contacted if necessary.

If no contact made on day 1, school to repeat steps 2 to 7 over the next 9 days.

On day 10 of no contact, school will contact CME.

Children Missing Education

- In order to safeguard children who may be at risk of missing education it remains important for all staff in school to take swift action.
- This will include the need to liaise with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register and include circumstances where the pupil:
 - Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education this will be communicated with the home elective education team.
 - Does not arrive at the school as part of an admission process and we are not aware of their whereabouts.
 - Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the Children Missing Officer (CMO) as they have not been registered at a new school.

GUIDANCE FOR HEAD TEACHERS AND BUSINESS MANAGERS WHERE CHILDREN ARE AT RISK OF MISSING EDUCATION

Child / young person is on roll but not attending	Child moving out of county	Family indicate they are moving abroad	School Allocations intake or in-year admissions rounds
School/Academy to attempt to make contact with parent/carers no later than day 3, best practice day 1. Follow your internal school attendance procedures.	Request from the family their new address and details of new School/Academy. If obtained please share with: admissions.ed@nottscc.gov.uk	School must request and record details of the new family address and school. You can't remove from roll without this. If obtained please share with: admissions.ed@nottscc.gov.uk http://www.languageschool.com/ (translation support)	If allocated and there is not an acceptance/agreed start date best practice is for school to make attempts to engage (telephone, text, e-mail, welcome letter, home visit (where appropriate)).
Days 0-10, School/Academy should continue to make efforts to engage the family; recording their contact: telephone conversations, texts, e-mails, letters, home visits. Liaising with professionals who may be involved. School/Academy should consider what action to take if attendance is 10% unauthorised.	Hopefully the new school will make contact with you, if not, make contact with them to confirm on roll.	If school does not receive the above a referral should be made to:	If a child/young person has been allocated a place at your school/academy and they do not arrive you must inform the CMO within 10 days evidencing efforts to engage.
Whereabouts confirmed to be known but not attending education or engaging with School/Academy.	Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.	Children Missing Officer (CMO)	If an application to transfer school during the year (outside of the normal intake process), the leaving school should keep them on roll until it has been confirmed by the new school that they have arrived and have been taken on roll.
Child and family meet the threshold for Early Help through the Family Service (level 3 Pathway to Provision). Make a referral to the Early Help Unit via an EHAF evidencing the actions you have taken.	Referral is made to: Children Missing Officer (CMO) No later than day 10 when there is no explanation for absence and above checks have been completed.	If without a new school within 10 days, a referral should be made to: Children Missing Officer (CMO) providing the families new address, contact details and a summary of efforts made by school to engage the family.	Places must be taken up by the start of the next half term after the place has been allocated. For places allocated in the summer term 2018, the place must be taken up before the end of the summer term. For children admitted through first admissions round please refer to your summer term guidance.
Absence meets the threshold for enforcement action as outlined in the Nottinghamshire Code of Conduct, make a referral to the Early Help Unit via an EHAF <u>Child stays on roll.</u>	Details of how to refer are on page 2, please clearly state any safeguarding concerns you may have. DO NOT remove from your roll until CMO has completed initial checks and confirmed that they can be removed.	Child is of statutory school age but not applied or on roll of a School/Academy Direct referral to: Children Missing Education (CMO) Providing child's name / DOB / address and details of parent / carers.	Looked After Children (LAC) If a LAC is moving placement and no longer attending, school should liaise with the Virtual School and the child's Social Worker. DO NOT remove from roll. Independent / Residential Schools The same procedures should be followed as those in School's / Academies Gypsy/Roma/Traveller If allocated children do not arrive PLEASE FOLLOW UP. DO NOT ASSUME they will have gone elsewhere or remained at their previous School/Academy!!
Parent/Carers indicate they wish to Home Educate (EHE)	Child permanently excluded	If a Traveller family indicate they are to travel for work purposes School/Academy should request details of where they will be travelling and when they aim to return. If they do not return within 4 weeks of the expected return date please follow attendance procedures.	Own admission authorities must inform the admissions team of any enquiry/application and outcome. This helps identify any vulnerable child requiring a place and avoids a child being out of education for an undue length of time. All academies must notify the local authority via admissions.ed@nottscc.gov.uk within five days of adding a pupil's name to the admission register.
Request must be made in writing, following a conversation between school and parent/carer's, with a copy of the letter placed in the pupil file and a copy of the letter forwarded securely to EHE.	LA to be notified on the day of exclusion via e-mail.	The LA will respond and continue to work with you through the process.	Family indicate they are returning home for family, cultural or health reasons
School/Academy to return the EHE 1A and 1B forms to the EHE Administrator.	DO NOT remove from your roll until advised.	Truancy – School/Academy to inform parent/carers that their child/young person is not in school. School/Academy risk assess before considering a Police response. (prior checks to be completed and evidenced upon calling the police, unless immediate risk evident). Please be mindful of missing and hidden missing where young people's whereabouts are not known to parent/carers. This can be discussed with the CMO.	School/Academy need to consider the circumstances of the absence in deciding which code to use. Parents should provide school with a return date. If the family do not return on this date attendance procedures should be followed.
Remove the learner from your roll. DO NOT remove from your roll if stated without confirmation from the LA. School file to be sent to EHE at County Hall via secure mail.	Child not in full receipt of education (25hrs)	Health Related Education	If a child has been out of school for 15 days or more due to illness please liaise with the School Nurse and then a referral can be made to:
Information should be shared with the Fair Access Team. Levels of provision will be closely monitored and scrutinised.	SAFEGUARDING – Every child should be accounted for, their whereabouts should be known or a referral made to the appropriate service. Please be mindful that the MASH is for level 4 safeguarding concerns with children believed to be <u>at risk of or actual harm</u>. The Early Help Unit will support with early intervention/attendance. It is important that concerns are risk assessed by school. All referrals should indicate the level of concern and previous actions taken. A referral made to the correct service will help for support to be in place in a timely fashion. If unsure please seek guidance prior to referring.	Health Related Education Team (please contact the Health Related Education Team to discuss a request for their involvement)	Useful links: http://www.nottinghamshire.gov.uk/schoolsportal/local-authority/attendance (Nottinghamshire Schools Portal) http://www.nottinghamshire.gov.uk/earlyhelp/social-care/nottinghamshire-children-in-needs/how-to-provision (P2P) http://www.nottinghamshire.gov.uk/media/109754/factsheet-summer-term-final-2.pdf (Summer Term) http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/500410/Children_Missing_Education_-_statutory_guidance.pdf (CME) http://www.nottinghamshire.gov.uk/earlyhelp/social-care/nottinghamshire-children-in-needs/how-to-provision/early-help-assessment-form (EHAF)

GUIDANCE FOR REMOVING A CHILD FROM THE SCHOOL ROLL

PLEASE DO NOT REMOVE A CHILD FROM YOUR ROLL UNLESS YOU HAVE RECORDED AND SHARED THE FOLLOWING WITH THE LA:

- the full name of the pupil,
- the full name and address of any parent with whom the pupil normally resides,
- at least one telephone number of the parent,
- the pupil's future address and destination school, if applicable, and
- the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A). This will need to be clearly recorded when updating your systems as you will need to inform the LA.

All other deletions breach statutory guidance

Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave

Parents or carers must request leave of absence for their child in writing at least 10 school days in advance by completing a Request for Absence form available from the office.

Leave of absence during term time will only be authorised in exceptional circumstances.

Reporting a Child's Absence

Parents/carers must inform the school by 8:45am if their child is going to be absent through one of the following methods:

- Phoning the school office and leaving a message on 0115 953 5585
- Sending a text message to 07537 455 344 or by using the teachers2parents app.
- Emailing the school office on office@killisick.notts.sch.uk

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, by completing a Request for Absence form at least 10-days before the absence, and a decision will be communicated to the parents or carers within 5 school days. Forms are available from the main office.

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to an unavoidable family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Killisick Junior School adheres to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Killisick Junior School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Roles and Responsibilities

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students
- **Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

- **Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- **Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistant and Learning Mentors: Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- **Monitoring Attendance:** TAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- **Positive Relationships:** TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- **Attendance Support:** TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- **Reinforcing Expectations:** TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- **Communication:** TAs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.
- **Attendance Interventions:** TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- **Supporting Students with Special Needs:** TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- **Identifying Patterns:** TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- **Promoting Engagement:** TAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- **Safeguarding:** TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- **Role Modelling:** TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
- **Recognition of Attendance:** TAs can participate in recognising children's attendance.

The School Attendance Champion is Richard Jones - Headteacher

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

- **Developing and Implementing Attendance Policies:** Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- **Policy Development:** Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitoring Attendance Data:** Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- **Accountability:** Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Policy Implementation:** Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- **Setting Targets:** Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
- **Reviewing Interventions:** Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.
- **Parental Engagement:** Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.
- **Training and Development:** Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
- **Safeguarding:** Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

- **Community Links:** Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
- **Challenge and Support:** While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- **Continuous Improvement:** Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- **Leadership:** Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- **Data Analysis:** Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- **Recognising Attendance:** They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

- **Enforcing Policies:** Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- **Safeguarding:** Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- **Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- **Attend Parent-Teacher Conferences:** Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success.

- **Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- **Responsibility:** Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- **Communication:** If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- **Participation:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- **Safety Awareness:** Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- **Respect for Teachers and Staff:** Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- **Problem-Solving:** Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- **Goal Setting:** Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- **Attendance Awareness:** Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Ownership of Learning:** Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at Killisick Junior School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code A (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.

- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.

- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

KILLISICK JUNIOR SCHOOL

Every school day matters.

Penalty Notice fines for school attendance are changing.

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

PER PARENT, PER CHILD.

Penalty Notice Fines will now be issued to each parent, for each child that was absent.

For example: 3 siblings absent for term time leave would result in each parent receiving 3 separate fines.

5 consecutive days of term time leave

Penalty Notice Fines will be issued for Term Time Leave of **5 or more consecutive days**. **INSET days** are school days and **can be included** in the 5 or more consecutive days where there was intent to be absent for term time leave.



10 sessions of unauthorised absence in a 10-week period

Penalty Notice Fines will be considered when there are 10 sessions of unauthorised absence in a 10-week period. A school day is made up of 2 sessions - morning and afternoon.



First Offence

The first time a Penalty Notice is issued for Term Time Leave or irregular attendance, the amount will be:

£160 per parent, per child paid within 28 days. Reduced to £80 per parent, per child if paid within 21 days.



Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance, the amount will be:

£160 per parent, per child paid within 28 days.



Third Offence & any other offences (within 3 years)

The third time an offence is committed for Term Time Leave or irregular attendance, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on a parent's future DBS certificate due to 'failure to safeguard a child's education'.



19 August 2024

Mr XXX & Ms XXX XXX
Meadow Lane
Nottingham
NG7 5HP

Dear Mr XXX & Ms XXX

PENALTY NOTICE WARNING
Child X (DOB XX/XX/XXXX)

I note your application to take out of education for days to go on holiday. Schools are only allowed to agree a leave of absence during term time in exceptional circumstances.

I have considered your application and do not feel it meets the exceptional circumstances criteria and therefore your request has been declined. Should you decide to remove your child from school on the dates indicated in your application then their absence will be marked in the register as unauthorised.

An unauthorised leave of absence of 5 days/10 sessions (over a 10-week rolling period) for the purpose of a family holiday can lead to you being issued with a penalty notice fine of up to £160 for each child who is absent. The fines can be issued to both parents for each child.

In some circumstances the local authority may decide a prosecution via Magistrates court is more suitable, for instance lengthy or repeated leave of absence periods. This would include circumstances where a parent/carer has already had two fines for (child's name) over a 3-year rolling period.

If you do remove from school for the period stated in your application I will request that the local authority issues a penalty notice.

Yours sincerely

Headteacher

19 August 2024

Mr XXX & Ms XXX
XXX Meadow Lane
Nottingham
NG7 5HP

Dear Mr XXX & Ms XXX

PENALTY NOTICE WARNING

Child X (dob XX/XX/XXXX)

The registers at [SCHOOL] show that, to date, your child has missed X days (X sessions) of school due to unauthorised absences over the last X weeks.

You, as parent, have legal responsibility under Section 444(1) of the Education Act 1996, for ensuring that your child attends school regularly. As such unless your child's attendance improves you will be referred to the local authority for a Penalty Notice to be issued under Section 444 of the Education Act 1996 for failing to ensure the regular attendance of your child.

In some circumstances the local authority may decide a prosecution via Magistrates court is more suitable, for instance lengthy or repeated absence periods. This would include circumstances where a parent/carer has already had two fines for (child's name) over a 3-year rolling period.

Should your child (Insert name) any further absence which result in them having 5 days (10 sessions) over a 10-week rolling period we will request that the local authority issue a penalty notice of up to £160 for each child who is absent. The notice can be issued to both parents/carers for each child whose absence meets the Penalty Notice threshold.

Please take immediate steps to ensure your child gets to school on time every day and obtain medical evidence if he/she is too ill to attend. Any other reason for absence should be discussed with the school and it is the school's decision whether to authorise any absence that is not covered by medical evidence.

Yours sincerely

Headteacher

Appendix 5: Example letter advising parent that school have requested Penalty Notice to be issued for unauthorised absence

19 August 2024

Mr xxxxxxx & Ms xxxxxxx

XX Meadow Lane

Nottingham

NG7 5HP

Dear Mr xxxxxl & Ms xxxxxx

Child X (dob XX/XX/XXXX)

Further to our letter dated (Insert Date) notifying you that your child had incurred unauthorised absence from school and that any further absence may result in a request to the Local authority to issue a Penalty Notice fine.

We are now writing to advise you that because your child (insert name) has had unauthorised absences of 5 days over a 10-week period a request has been made to the Local Authority to issue a Penalty Notice to you for failing to ensure that your child attends school regularly.

Should you wish to discuss any of the above, please do not hesitate to contact me.

Yours sincerely

Headteacher

Appendix 6: Example letter advising parent that school have requested Penalty Notice to be issued for leave of absence in term time.

19 August 2024

Mr xxxxxxx & Ms xxxxxxx

XX Meadow Lane

Nottingham

NG7 5HP

Dear Mr xxxxxx & Ms xxxxxx

Child X (dob XX/XX/XXXX)

On (Date) we wrote to you to explain that theAcademy would not authorise.....(child name) absence from school for days for a holiday. We also informed you that this could lead to a Penalty Notice being issued to you.

I am now writing to advise you that a request has been made to the Local Authority to issue a Penalty Notice for failing to ensure that your child attends school regularly.

In some circumstances the local authority may decide a prosecution via Magistrates court is more suitable, for instance lengthy or repeated leave of absence periods. This would include circumstances where a parent/carer has already had two fines for (child's name) over a 3-year rolling period.

Should you wish to discuss any of the above, please do not hesitate to contact me.

Yours sincerely

Headteacher

Appendix 7: Example letter advising parent that school suspect an unauthorised leave of absence

19 August 2024

Mr xxxxxxx & Ms xxxxxxx

XX Meadow Lane

Nottingham

NG7 5HP

Dear Mr xxxxxl & Ms xxxxxx

Child X (dob XX/XX/XXXX)

Between (date) and (date) your child was absent from school. We suspect this was for the purpose of a holiday in term time. This absence has resulted in your child having 5 days / 10 sessions of unauthorised absence over a 10-school week period.

Please contact the school by (date) to provide evidence this was not the case. If reasonable proof is not provided a request will be made to the Local Authority to issue a Penalty Notice for failing to ensure that your child attends school regularly.

Yours sincerely

Headteacher

Appendix 8: Example letter warning of Penalty Notice for Pupil in a public place during an exclusion

19 August 2024

Mr XXX & Ms XXX
XXX Meadow Lane
Nottingham
NG7 5HP

Dear Mr XXX & Ms XXX

Child X (dob XX/XX/XXXX)

As per our letter dated XXX your child xxxx was excluded for the period of xxxxx to xxxx. You were advised XXX was not to be in a public place for the duration of this exclusion. XXX was seen on XXXX(date) at XXX (time) in XXX (place). I am consequently requesting the local authority issue a penalty notice under Section 103(3) of the Education And Inspections Act 2006, in that the said child who was a registered pupil at XXXX and excluded on disciplinary grounds, was present in a public place on the XXXXX at a time during school hours on a school day being one of the school days to which the exclusion related contrary to the said Section 103(3) of the Education And Inspections Act 2006

Yours sincerely

Headteacher

Appendix 9: Example letter advising parent that school are concerned about attendance

19 August 2024

Mr xxxxxxx & Ms xxxxxxx

XX Meadow Lane

Nottingham

NG7 5HP

Dear Mr XXX and Ms XXX

Child X (DOB)

Your child XXX's attendance is a cause of concern at XX%. I am writing to bring this to your attention in order that we might work together to improve this. I enclose an attendance certificate for your information. I am proposing a school meeting/ home visit/telephone discussion (delete as appropriate) to further discuss ways we can support your child.

Should our joint efforts to improve attendance be unsuccessful the school may decide to refer for enforcement action.

Yours sincerely

Headteacher

Appendix 10: Example letter advising parent that school are referring for enforcement only

19 August 2024

Mr xxxxxxx & Ms xxxxxxx

XX Meadow Lane

Nottingham

NG7 5HP

Dear Mr XXX and Ms XXX

Unfortunately since our recent contact with you sharing concern around XXXX's school attendance there has been no improvement. As you do not consent to support to improve XXXX's attendance the school have made a referral for enforcement action to the Local Authority.

Yours sincerely

Headteacher

19 August 2024

School Attendance Notice to Improve (Please read this letter carefully)

Dear XXX

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend on time, every day possible.

If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school or fails to attend regularly the child's parent may be guilty of an offence under s.444 Education Act 1996. If your child is a registered pupil at an alternative provision in the circumstances set out in section 444ZA of the Education Act 1996, the child's parent may be guilty of an offence.

You, «**FORENAME**» «**SURNAME**» are a parent/carer of «Students_Name», (called in this notice "the pupil") who is a registered pupil at «School_Name».

The school have offered support to you and your family to try and help improve «Students_Name's» attendance, including (delete as appropriate):

1. Telephone calls. The school contacted you every day your child was absent to understand why your child was absent and to offer their support with any issues your child may be having.
2. An Attendance Overview Letter. The school wrote to you, letting you know about «Students_Name's» attendance, the impact of their continued absence, and inviting you to contact the school to discuss the situation further.
3. An Attendance Support Meeting Invite. The school invited you to a meeting to discuss your child's unauthorised absences and to offer support to ensure that their attendance improved. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.
4. Reasonable Adjustments. The school offered your child temporary changes to their normal timetable to support improved attendance,
5. Improving Attendance Contract. The school agreed a contract with you to improve your child's attendance. This included actions that both the school and you as a parent committed to.
6. Referrals to external agencies: The school referred your child to external agencies so they could access additional support.

Unfortunately, despite the support that was offered to your family, attendance remains a cause for concern. Between «**WARNING_START_DATE**» and «**WARNING_END_DATE**» the pupil failed to attend regularly at «School_Name», which resulted in 10 sessions (half days) or more of unauthorised absences being recorded. Please see the attached registration certificate for details.

You now have twenty school days (4 weeks) in which to improve your child's attendance. During this time your child must show significant improvements in attendance and avoid having any unauthorised absences from school during this period. Should we not see sufficient improvement and further unauthorised absences take place during this period, a Penalty Notice may be issued / a referral may be made to the Local Authority requesting they issue you with a Penalty Notice. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days if this is the first offence.

NB – A Penalty Notice may be issued as soon as an unauthorised absence is recorded.

More information regarding this notice can be found in the attached leaflet. If you wish to discuss this notice, or discuss what further support is available, please contact our team as soon as possible:

Contact Name

Name of Team/Service

Address

Telephone:

Yours sincerely

Appendix 12: Example 2nd Letter for PA meeting with Headteacher

Parent/Carer of [[firstname]][[surname]]
[[address]]

Dear Parent/Carer

Further to my previous correspondence, I am writing to you once again as [[firstname]] continues to be flagged as a persistent absentee.

I would therefore like to meet with you to discuss [[his_her]] attendance further on [date & time] or any other time that day if that isn't convenient.

If you have any problems attending this meeting, please let the office know so we can re-arrange.

Yours sincerely
Head Teacher

Appendix 13 Example 2nd Letter for PA telephone call (improvements seen)

Parent/Carer of [[firstname]][[surname]]
[[address]]

Dear Parent/Carer

Further to my previous correspondence, I am writing to you once again as [[firstname]] attendance has improved but continues to be flagged as a persistent absentee.

I would therefore like to speak with you to discuss [[his_her]] attendance further on [date & time] or any other time that day if that isn't convenient via telephone.

If you have any problems attending this meeting, please let the office know so we can re-arrange.

Yours sincerely
Head Teacher

