

Attendance Policy



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL

Unlocking the potential in all,
empowering a community of hope.

Approved by:	Emily Mayer	Date: September 2026
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Last reviewed on:	September 2026
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Next review due by:	September 2027
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1. Designated Attendance Staff

School Attendance Champion – Emily Mayer
School Attendance Governor – Paula Hughes
Parent Support Advisors – Katie Woolford and Kinga Wilson
School Attendance Officer – Lorraine Gledhill

2. Our School Vision

As an inclusive Christian community, we work towards unlocking the potential in all and empowering a community of hope. We seek to achieve this by providing a safe, inspiring and creative learning environment where all can flourish. Our successes are built on the foundation of our shared values and our consistently high expectations. Through challenge and support, we strive for excellence in all we do.

3. Why Attendance is Important

St Peter at Gowts CE School is committed to providing a full education for all pupils in all areas. A good education helps to give children the best possible start in life. This can only be achieved by attending school every day and being on time. The progress that children make at school relies on strong attendance and being on time for school, lateness is unsettling for children and disrupts the class at the start of the school day. With the support of parents/carers we will strive to ensure every child has good attendance and accesses the whole curriculum in order to make consistent, sustained and rapid progress across their schooling.

The DfE has produced guidance for maintained schools, academies, independent schools, and local authorities [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921212/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf). Our Attendance Policy reflects the key principles of that guidance.

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

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

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **Parents/carers have a legal requirement (detailed below) to ensure their child/ren attend school every day and on time.**

Following government legislation:

- Section 7 of the Education Act 1996 places upon parents a duty to ensure that their child receives efficient full-time education either by regular attendance at school or otherwise.
- Where a child is a registered pupil at a school and the parent fails to ensure that child's regular attendance at school, the parent is liable to be prosecuted for a criminal offence under Section 444 of the Education Act.
- In cases where this duty is not being fulfilled, Section 444B of the same Act empowers the Local Authority to issue a Penalty.

Schools also have a duty to ensure all procedures have been followed. (See Appendix 2)

4. Aims

Our school aims to ensure that:

- All pupils of statutory school age have an equal right to access an education in accordance with the National Curriculum regulations and all children feel safe, secure and valued
- Work in partnership with families to raise awareness of good attendance and punctuality
- Attendance is monitored effectively and reasons for absences are recorded promptly and consistently

At St Peter at Gowts CE 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 connections between attendance, attainment, safeguarding and wellbeing.

5. Expectations in line with DfE guidance

At St Peter at Gowts CE School, we expect that all our parents/carers will:

- Fulfil their legal responsibility and ensure their child attends school regularly and on time - their child/ren to be in the classroom before 8.45am
- Contact the school on the first morning of absence, phone lines are open from 8am. A reason for absence will be required
- Ensure that their child/ren arrives in school well prepared for the school day and to check that they have done their homework
- Endeavour to keep health appointments out of school hours where possible
- Inform a member of staff of any reason or problem that may hinder their child/ren from attending school
- Seek permission for any leave of absence, using the exceptional circumstance leave request. The Headteacher has the right to refuse the absence request in accordance with national regulations (School Attendance (Pupil Registration) (England) Regulations 2024)
- Attend attendance panel meetings if and when necessary to discuss further support and progress

Parents/Carers and pupils can expect the following from our school:

- Daily registers are completed twice per day, before 9am and after lunch time
- First day of absence contact when a pupil is not in school without explanation
- Should school not receive contact with regards to a child's absence then two members of staff will carry out a home visit in line with the governments safeguarding procedures and school's child protection and safeguarding policy
- If there is no answer from parents/carers and/or further concerns are highlighted, we then have a duty of care to refer to either the Police for a 'Safe and Well' check or Social Services for intervention
- If a child is off for more than 3 days due to illness, school have the right to request evidence of illness. This can include a screenshot of a text message about a doctor's appointment or letter
- Regular, efficient and accurate recording of attendance
- Recognition and reward for good attendance
- School website is used to communicate class attendance
- Action on any attendance problem identified by school
- Review of each child's attendance each half term, acting where necessary, following the school's Flowchart of Intervention (see Appendix 1)
- Voice of the Child gained for their wishes and feelings
- Involvement of support agencies (Parent Support Advisor) to provide support and guidance to parents to address attendance concerns, via attendance panel meetings

6. Encouraging Attendance through Good Practice

Attendance will be encouraged in the following ways:

- Accurate completion of the register at the beginning of each session
- Early identification and support of pupils and parents/carers experiencing difficulties with attendance e.g. collecting the child from home
- School will work in partnership with parents/carers and follow the EBSA pathway and/or medical needs for children where necessary
- Communication to EYFS to promote and encourage good attendance and instill expectations
- Parents/carers will receive positive improvement letters
- Weekly whole school attendance figures communicated via our school website

7. Understanding Types of Absence

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. 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 must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. Therefore, 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 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 without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority to issue a penalty notice or if you have previously been issued a Penalty Notice, the school may request a direct prosecution by the local authority
- day trips
- other leave of absence in term time which has not been agreed

8. Persistent Absenteeism (PA)

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. See Appendix 2

9. Absence Procedures

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

Mrs Gledhill

Email: enquiries@st-peter-gowts.lincs.sch.uk

Phone: 01522 880072 and press Option 1

10. Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

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

See Appendix 2 for summary tables of responsibilities for school attendance.

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

Email: kinga.wilson@st-peter-gowts.lincs.sch.uk

Phone: 01522 880071

11. Authorised and Unauthorised Absence:

Authorised absence is where the school has either given approval in advance for a pupil to be absent or has accepted an explanation offered afterwards as a satisfactory reason for absence.

All other absence will be regarded as **unauthorised**. Parents/carers must notify the school on the first day of absence by **8.40am**.

The following may be reasons for **authorising** absences:

- Illness - It is wholly appropriate for parents/carers to keep children away from school when they are not well enough to attend lessons. However, it is equally inappropriate for parents/carers to keep children away from school for trivial ailments, particularly ailments which would not keep parents/carers away from work. The school will monitor the reasons that children are not in school due to illness. If we have concerns that a pupil has been unnecessarily absent, we will challenge the parents'/carers' explanation and seek evidence of the illness
- Family bereavements
- Medical and dental appointments where proof is available. Although parents/carers are asked to take children to appointments outside of the school day wherever possible
- Day of religious observance
- Fixed term exclusion
- Permanent exclusion until removed from roll or re-instated

12. Other Absences Including Family Holidays

- Our school **does not** authorise term time leave of absence for holiday except in exceptional circumstances. Please read below what this consists of.
- Requests for absence during term time **MUST** be put in writing using an exceptional circumstance request for absence form, which is available from the school office. The form should be returned to school for the attention of the Headteacher at least two weeks before the planned date of absence so that current attendance data and other factors can be considered. The Headteacher will consider each request on an individual basis. Parents/carers will be informed of the decision by letter. Any requests not received in advance will automatically be deemed unauthorised
- Should the Headteacher not agree to grant leave of absence and the parents/carers take their child/ren out of school regardless then this will be counted as unauthorised absence. Unauthorised absence could result in a penalty notice fine of up to £160 per parent/carer per child under section 444B of the Education Act 1996 for failing to ensure regular attendance at school. In these cases, parents/carers will receive a warning regarding the possibility of a fine when they remove their child from school without authorised consent
- Parents/carers may be subject to fining procedures when unauthorised absence for their child/ren exceeds 15% (below 90%) or more in a ten week period (5 days or 10 sessions)
- Should leave be granted but the child remains absent for longer than agreed then this extra time will also be recorded as unauthorised absence. Should a child fail to return to school within 2 days of the agreed return date and there is no contact from the parents/carers the matter will be referred to the Attendance Officer. If every effort is made to trace the child the matter will be discussed with the CME Officer (Child Missing Education) and this may result in the child's name being removed from the school roll. In these circumstances the parents/carers would be responsible for ensuring that their child was registered at and attended another school. (In such circumstances parents/carers would not be entitled to receive any assistance with regard to transport)

At St Peter at Gowts '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.

We will not consider applications for leave during term time:

- at any time in September. This is very important as your child needs to settle into their new class at the start of the academic year as quickly as possible.
- during assessment and test periods in the school's calendar affecting your child.
- when a pupil's attendance record already includes any level of unauthorised absence or they have already been granted authorised leave within that academic year.

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

13. Legal Sanctions - Persistent Absence and Penalty Notices

What is considered as poor attendance? Anything below 94% is weak, under 90% is poor and if attendance dips below this, we will have serious concerns. Below 90% is regarded as persistent absence by the DfE. (see appendix 3) At St Peter at Gowts CE School our aspiration for all pupils is that their attendance is 100% in order for them to get the best from their learning.

We monitor attendance termly and provide reports on each pupil's attendance. At the end of each half term we will identify all those pupils whose attendance has fallen below 95% and follow our school's procedure of intervention see Appendix 1. St Peter at Gowts CE School will continue to monitor the pupils' attendance on a weekly basis and hope to see a pattern of unbroken weeks developing. If there is no change in improved attendance the following could occur:

- We will arrange school attendance panel (SAP) meetings and record all concerns and actions, with a following review date, to support improving attendance
- Schools can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age
- If issued with a penalty notice, parents/carers must pay the local authority directly as set out in the DfE National Framework. See Appendix 4

The decision on whether or not to issue a penalty notice ultimately rests with the Headteacher, following the local authority's code of conduct for issuing penalty notices. This may consider:

- A number of unauthorised absences occurring within a rolling academic year
- Lateness
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent/carer or withdraw the notice.

14. Lateness

The times of the start and close of the school day for all pupils at St Peter at Gowts CE Primary School: **Gates**

Open: 8.30 am

Registration closes: 8.50 am

End of the school day: 3.20 pm

St Peter at Gowts CE School actively discourages late arrival by challenging the parents/carers of children who are persistently late or arrive late without reasonable explanation. If a child misses the start of the day they can miss work and time with their class teacher, missing vital information and news for the day. Good time keeping is a vital life skill which will help our children as they progress through their school life and out into the wider world.

Our school policy is that the register remains open until 9.00am, fifteen minutes from the beginning of registration. In the event of bad weather, this period will be extended.

Where a pupil arrives during the period when the register is open, they will be marked as present.

When a pupil arrives after the closure of the register without a good reason, they should be marked with an unauthorised absence. To encourage prompt arrival any child who arrives between 8.50am – 9am will be recorded in the school's late book and any persistent lateness will be communicated to parents each term and an action plan completed to support and improve time keeping.

Parents/carers will be notified by letter if their child persistently arrives late. If this continues after the letter then school will follow the penalty notice procedure.

15. Deletion from Roll

For any pupil leaving St Peter at Gowts Primary 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 the 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 appropriately safeguard all our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for key family members in case of emergency.

Under Pupil Regulation 2024 (School Attendance (Pupil Registration) (England) Regulations 2024), 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.

16. Children Missing Education (CME)

Section 175 of the Education Act puts a duty on all schools to exercise their functions with a view to safeguarding and promoting the welfare of children. This includes identifying children who are not receiving education. We will carry out all reasonable enquiries within our capacity to ascertain the whereabouts of a pupil and endeavour to engage them in education prior to informing the local authority that a child is missing education.

17. School Organisation

In order for this policy to be successful, every member of the staff must make attendance a high priority and should convey to pupils the importance and value of education. At St Peter at Gowts our staff ensure they arrive to lessons on time and well prepared.

In addition to these there may be specific responsibilities allocated to individual staff groups. These are:

Headteacher/Designated Attendance Champion

- To oversee and demonstrate ownership of the whole policy
- Ensure that our attendance policy meets the requirements of the School Attendance Guidance [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-attendance-guidance) from the Department for Education (DfE) and refers to the DfE's statutory guidance on School Attendance Parental Responsibility Measures.
- To regularly report progress on attendance to governors, Local Authority, pupils and parents/carers
- To set challenging but achievable targets to reduce levels of absence with the support of the LA using regular statutory target meetings
- To liaise with the attendance officer, attendance governor and PSA
- To attend School Attendance Panel (SAP) meetings where necessary with the PSA
- To ensure communication to parents/carers about their child's attendance is paramount, especially to parents/carers of children who have under 90% attendance
- To oversee the efficient operation of the attendance system and the collation and analysis of attendance data
- To oversee the work of administrative staff

Class Teacher

- To complete registers accurately and on time. The registers are taken twice per day in the morning before 9am and then straight after lunch time
- To challenge suspicious or inappropriate reasons for absence and report them to the Headteacher
- To record all reasons for absence accurately

Attendance Officer and Parent Support Advisors

- To follow up immediately any unexplained absence by contacting parents/carers and complete a safe and well home visit where necessary and possibility of initiating a CME (Children Missing Education survey)
- Produce updates from weekly registers
- To follow the Flow chart of Intervention termly
- To recognise and inform parents/carers of improved attendance
- To ensure all termly data and actions are recorded
- To produce the absence data for governors each term
- On the request of the Headteacher, produce weekly, monthly, termly and annual attendance information if appropriate

- Ensure parents/carers complete a leave of absence under 'exceptional circumstances'
- Inform class teachers of absences reported by telephone from parents/carers
- Monitor and record late arrivals report to the Headteacher and communicate concerns to parent/carers
- Maintain a late book
- Inform Headteacher of any pupil leaving the school/removal from roll

Governors

- Governors can play a valuable role through representation at school attendance panels
- Request regular attendance progress reports for Governors' meetings
- To be proactive in its policy making to increase the attendance in school
- To appoint a named attendance governor who oversees the attendance policy implementation in detail

18. External Agency Liaison

Good relations and working practices are essential. Agencies have difficult roles in that they endeavour to support both the school in meeting its legal obligations as well as the home and pupil in ensuring that the latter's educational opportunities are maximised. Some parents/carers need the support of these agencies so that they can fulfil their legal obligations to their children.

Our Parent Support Advisor complements the work of the school and supports it in a variety of ways:

- Liaising with identified school staff
- Use of the EBSA pathway, where appropriate
- Supporting parents/carers in achieving good attendance for their child/ren and maintaining it
- Undertaking home visits, either pre-arranged or without notice as considered necessary
- Through group work with identified groups of pupils and collecting individual voice of the child
- Where necessary, instigating legal proceedings on behalf of the school including parental prosecutions in the Magistrates' Court and applying for Education Supervision Orders through the Family Court
- Initiating contact with parents/carers and undertaking assessments, initiating TAC (Team Around a Child) where appropriate
- Planning and delivering SAP (School Attendance Panel) meetings with parents/carers
- Providing feedback to the Headteacher and any other staff members where necessary
- Offering strategic/policy advice and support in relation to matters of attendance, any changes to be made
- Advises the Headteacher when to issue penalty notices

Other agencies - to be used where appropriate in individual cases.

- Educational Behavioural and Support Services
- EBSA (Emotional Based School Avoidance) Service
- Educational Psychologists
- Mental Health Support Team
- Additional Needs Service
- Social Services
- Local Police
- Early Help Team

19. Data Protection Act

The Data Protection Act places obligations on all agencies that process, store and share information on any individual. It is important to have full regard for the requirements of the Act. Each school has a Data Protection Notification, which details the circumstances under which data is managed. Nothing in the legislation prevents a school sharing information with the police or social services where it is believed that a child or young person under the age of 18 is at risk of harm or needs safeguarding.

20. Monitoring, Evaluation and Review

The Policy will be brought to the attention of all staff, parents/carers and pupils in September every 2 years. It will be read and edited if necessary every year.

Appendix 1

Flow chart of Intervention

Whole School Letter to highlight attendance and schools legal responsibilities

Concern letter - Concern letter 1 - Highlighting concerns and informing parent school are monitoring attendance

If attendance improves after time monitored - improvement has been made send - Improvement letter 2

Improvement Letter - Improvement letter 2 - Positive Improvement - Letter

If no improvement send Concern letter 3 to invite for School attendance Panel (SAP)

No Improvement - Concern letter 3 - No improvement - invite to SAP meeting

After (SAP) send School Attendance Panel Meeting letter 4 and Action Plan set review date and complete review even if parent does not attend meeting.

Concern letter 4- School Attendance Panel meeting and action

If attendance improves send Improvement letter 5

Improvement after SAP - Improvement letter 5 - Positive Improvement - Letter

If not improved send concern letter 6

No Improvement - Concern letter 6 - Formal Warning

If not improved send concern letter 7

No Improvement - Concern letter 7 - No improvement – Notice to Improve Final warning letter

Appendix 2

DfE guidance Summary table of responsibilities for school attendance August 2024

All pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. 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. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Through the work of Virtual School Heads, they should: • 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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. 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. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever 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:
Schools regularly update parents on their child's attendance. (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.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.

Appendix 3

Track Attendance - Internal

95-100%	As expected
91-94%	At risk of persistent absence
80-90%	Persistent absence
51-79%	At risk of severe absence
<=50%	Severe absence

Appendix 3

Improving School Attendance-

Severe Absence

Consider social care role and focus of attendance in all assessment e.g. is attendance featuring in children in need and child protection plans. Escalation protocol, where support is not in place. Review reasonable adjustments

At risk of Severe Absence

Re- assessment of needs considering the escalation of non-attendance, with additional targeted support assisted by the local authority and other appropriate partners

Persistent Absence

Hold more formal conversations between senior leader and parents, Consider a parenting contracts, Education Supervision Orders or Early Help Assessment, Consider the whole family. Consider FPN or prosecution where further support would not be appropriate, engaged with or change parents' behaviour, in conjunction with the local authority

At risk of Persistent Absence

Identify the triggers, what is the cause of the absence, Use all or parts of the Attend assessment/EBSA/ Early Help Assessment/ V SEND to identify triggers and need. Discuss cohorts or specific individual cases at Termly Support Meetings, inform parents/carers in language they understand
Consider a safeguarding concern

Good Attendance

Monitor and analyse weekly attendance patterns and trends, celebrate good attendance, link with achievement and wellbeing of the child

Appendix 4

National Framework for Penalty Notice

Per Parent/Carer, Per Child

Penalty Notice Fines will now be issued to each parent/carers, for each child that was absent. For example: 3 children absent for term time leave, would result in each parent/carers 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.

10 sessions of unauthorised absence in a 10-week period

Penalty Notice Fines will be considered when there have been 10 sessions of unauthorised absence in a 10-week period. A session is either a am or pm session.

First Offence

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

£160 per parent/carers, per child, paid within 28 days
Reduced to £80 per parent/carers, 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/carers, per child, paid within 28 days

Third Offence and any Further Offence (within 3 years)

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

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